

ISSN 2503 - 3492 (Online)



JEEES

(Journal of English Educators Society)

Volume 8 | No. 1 | April 2023 | Sidoarjo

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Affective factors and eustress-distress of nursing English students: A comparison analysis

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Studies outside of cognitive aspects, especially on psychological and affective factors, still have limited findings. In fact, these two issues contribute greatly to the success of English for Academic Purposes (EAP). This study aims to identify level of eustress-distress, anxiety-self-efficacy, and comparisons between these variables on learning performance of nursing students. This study used a mixed-method, a comparative study using closed and open questionnaires, and EAP reading test to 95 nursing students in the program of EAP. Certainly, the analysis used correlation and comparison tests using PLS-SEM and qualitative analysis of open questionnaires. The results showed that level of eustress-distress, and anxiety-self-efficacy of students were quite satisfactory. This means that students have ability to adapt positive reactions to learning pressure, more enthusiastic, and develop good self-confidence. Although distress does not influence self-efficacy and learning performance, it does have a significant impact on eustress. There is a strong impact and correlation between anxiety on self-efficacy, and self-efficacy on learning performance. So self-efficacy shows a strong moderating variable to bridge anxiety and learning performance. Qualitative findings also show that there are internal and external factors that contribute to the growth of eustress and self-efficacy. Further recommendations on these findings are also presented at the end of this study.

Key Words: Eustress-distress, anxiety, self-efficacy, learning performance.

OPEN ACCESS

ISSN 2503 3492 (online)

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Received: 24 th March 2023

Accepted: 24 th March 2023

Published: 12 th March 2023

Citation:

Anwar, K., Maruf, N., Arifani, Y., & Mansour, M. (2023). *Affective Factors and Eustress-Distress of Nursing English Students: A Comparison Analysis*.

J. Eng. Educ. Society, 8:1.
10.21070/jees.v8i1.1711

INTRODUCTION

Humanism-based learning with an emphasis on non-intelligence aspects has recently become a serious concern in EFL learning process. Specifically in the context of EAP, so far, teachers are still using a teacher-centered approach (Yahya et al., 2019; Crookes & Ziegler, 2021; Anwar et al., 2022), where they have full control over the materials and assign tasks to students. The humanistic approach has not yet become the mainstream approach among English teachers (Zhu & Zhou, 2012).

Since the 1970s, affective factors have begun to attract the attention of experts and researchers including self-confidence, motivation, and anxiety (Ni, 2012; Courtney et al., 2017; Kormos et al., 2011). Affective factors are always related to the psychological construction of personality in second language acquisition, both of which provide benefits to teaching methodology. Affect means feelings or emotions that include self-esteem, anxiety, inhibitions, motivations, personality, and attitudes. Affective factors affecting language input are often referred to as "affective filters" (Bao & Liu, 2021). Affective factors play as important a role as cognitive factors in learning a foreign language (Anwar, 2016). Affective factors which include mood, anxiety, attitudes, feelings, and emotions are affecting factors in SLA (Ni, 2012; Zulfikar et al., 2019; Yayed & Al-Ghamdi, 2019; Bao & Liu, 2021).

The study of applied linguistics related to affective factors has tremendous implications for development of psychological concepts and learning English. Many practitioners are no longer interested in only surface-level descriptive linguistics, they need a deeper study of the interrelationships and depth of psychological and affective factors by detecting the role of individual differences in achieving determined learning outcomes ([Getie, 2020](#); [Ni, 2012](#)).

Affective factors always have negative or positive contributions to foreign language learners ([Ni, 2012](#)). Unquestionably, positive feelings are good assets to support learning process, while negative feelings can be a barrier to learning in classroom. Thus, teacher's most important effort is to provide proper stimulation of affective factors to facilitate optimal language learning process ([Zayed & Al-Ghamdi, 2019](#)).

There are two affective factors that have a major influence on the success of EFL learning, namely self-efficacy and anxiety. Self-efficacy is related to social and psychological phenomena, namely the evaluation of oneself based on values ([Khodadad & Kaur, 2016](#)). Self-confidence is very important in encouraging individuals to be able to carry out learning activities. The process of maturity grows through knowing oneself, accepting it as it is, and reflecting on it. In interactions, self-efficacy is classified into three categories: task self-efficacy, situational self-efficacy, and global self-efficacy ([Ifdil et al., 2019](#); [Bao & Liu, 2021](#)). Self-efficacy plays a significant role because during learning a second language, students lose the opportunity to use their mother tongue and ways of expressing it. Self-efficacy motivates language learning to be more active in activities and take advantage of language learning opportunities. On the other hand, lack of self-confidence makes it difficult to initiate communication, which creates barriers to participating in learning. When this happens, students lose interest in learning ([Kissau, 2012](#); [Bao & Liu, 2021](#)).

The best way to encourage self-efficacy is to ask students to identify a list of their strengths. The teacher encourages students verbally and nonverbally that they have confidence. If students make mistakes, teacher can correct them in the right way so that students still feel comfortable and are not belittled. Furthermore, if students do good things, teacher praises students and continues to help overcome learning problems that arise ([Bao & Liu, 2021](#)). Self-confidence produces a risk-taking attitude, because it has built an attitude of rarely giving up. The most important role of teacher is to help build conducive conditions and foster values to be positive and always have fun using the target language ([Ni, 2012](#)).

The second vital affective factors that have a major impact on EFL learning is anxiety. Anxiety is the second biggest part of affective problems because it is related to negative experiences such as sadness, tension, and nervousness ([Rajabi et al., 2021](#); [Bourgeois, 2018](#)). Anxiety is often expressed in fear or anxiety when using language. Generally, the lower the anxiety, the easier it is to get an acquisition, so it is always inversely related to learning achievement, self-confidence, and self-esteem.

On the other hand, learners always grow to take inhibition actions as self-protection, including avoiding all words that are detrimental to themselves ([Hwang et al., 2017](#)). As is known, children have a low level of inhibition and are easy to be active in class. Adult learners, on the other hand, tend to have high inhibition so they are afraid of being criticized for their words. This excessive inhibition is a strong driver of anxiety ([Bao & Liu, 2021](#)).

One of the best ways to reduce anxiety is to make students feel comfortable and relaxed while studying. Thus, teacher must know students completely and deeply, including character and type of student personality. The application of situational teaching models, cooperative learning, singing songs, role playing, and games can be alternatives to create a relaxed atmosphere and reduce fear in learning. ([Zhu & Zhou, 2012](#)). Healthy relationships between teachers and students must appear, involving a caring attitude towards students by showing patience and compassion. The quality of this good relationship can arouse intention and reduce anxiety. Another important thing is the quality of cooperation with friends to help each other, share knowledge, do not demean each other, tolerate all personal shortcomings, and care when facing difficult problems ([Bao & Liu, 2021](#)). Language anxiety is caused by low self-confidence, limited self-cognition, language learning difficulties, cultural differences, and differences in social status. Both speaker and interlocutor are afraid of losing their identity ([Hashemi, 2011](#)).

Previous studies have shown that affective factors have prominent roles in EFL, including the significant roles of learning styles, personality traits, low self-confidence, and anxiety among adults ([Illyin et al., 2021](#); [Zayed & Al-Ghamdi, 2019](#)). High levels of anxiety are caused by fear of making mistakes, feelings of shame, and lack of confidence. Another study explained that the cause of anxiety also came from text features on unfamiliar topics ([Zayed & Al-Ghamdi, 2019](#)). Another study also elucidated, among the three affective factors on speaking ability of high school students, self-confidence is the most influential factor, the second is motivation, and anxiety does not affect speaking skills ([Illyin et al., 2021](#)). Several studies also show that among junior high school students in China, ordinarily, they suffer from three affective factors, namely anxiety, boredom, and hopelessness ([Bao & Liu, 2021](#); [Zhu & Zhou, 2012](#)). In addition, inhibition appears as an attempt to set up a defense mechanism when the ego is threatened, manifesting as a tendency to avoid expressing affect. Self-confidence and low self-esteem are also related and really determine the success of junior high school students ([Zhu & Zhou, 2012](#)).

A relationship exists between four affective factors: self-confidence, motivation, self-esteem, and attitude ([Bao & Liu, 2021](#); [Zhu & Zhou, 2012](#)), however, specifically for Saudi students, there is no significant correlation between self-confidence and anxiety ([Zayed & Al-Ghamdi, 2019](#)). anxiety did not significantly affect motivation, self-confidence, and learning attitudes in this case. For midwifery students specifically, anxiety turned out to have the strongest impact on learning, including self-efficacy.

Even anxiety and learning attitudes are strongly correlated with the level of social context in both formal and informal situations ([Anwar et al., 2022](#)).

The manifestation of uncontrolled anxiety can lead to stress. Frequently, stressful learning conditions result in increased absenteeism, disharmony and sluggish performance, and result in resignation. Negative stress is proven to have an impact on physical, emotional, and psychological problems ([Punam & Washington, 2015](#)). On the other hand, positive stress accumulates extra energy to achieve dreams and goals within a certain timeframe thereby fostering self-esteem, mental alertness, and motivation. Eustress results in satisfaction, performance, joy of life and ultimately to achieve rewards ([Punam & Washington, 2015](#)).

The terms "eustress" and "distress" have many different interpretations. This is due to historical ambiguity of the term. Psychology and sociology consider eustress to be associated with positive perception. But actually, eustress is defined as a positive reaction to a stressor ([Bienertova-Vasku et al., 2020](#)). In general, eustress occurs when the reaction to stress is positive, but on the other hand, distress occurs when the reaction to stress is negative ([Marten, 2017](#)). Stress is grouped into two types, namely distress and eustress which must be viewed as something separate, not a continuum. This means that they both have the same main cause but lead to different effects ([Marten, 2017](#)).

Eustress is an adaptation process in which an organism survives by changing its behavior and circumstances, to increase buffer zone, and result in an increase in the body's adaptive abilities ([Rudland et al., 2020](#); [Punam & Washington, 2015](#)). In simple terms, eustress is a positive adaptive response to a stressor by individuals. On the other hand, if the adaptive response is negative, it is categorized as distress ([Marten, 2017](#)). Distress is an unpleasant emotional reaction to stress. Often students experience stress and psychological pressure due to an increase in burden of academic performance and personal factors, for example associating with new peer groups ([Marten, 2017](#)).

Adaptation reactions towards positive or eustress can be done with social change interventions by increasing positive psychology on students' academic performance ([Bourgeois, 2018](#)). Stress is associated with mental health attributes that often occur in academia, and is associated with several diseases such as anxiety, cardiovascular disease, and depression. However, due to limited understanding of the concept of positive stress (eustress), it results in inability to manage positive adaptation of stress itself (Li et al., 2016). Stressors are not always determined by the amount of learning load that must be completed, but rather by the type of learning load expected, for example difficult topics, authoritarian atmosphere, and an inadequate learning environment ([Rudland et al., 2020](#)).

Some steps to moderate stressors are as follows: assessment aspect (response to stressor is influenced by stressor assessment and evaluation), learner motivation, situation complexity, mindset, personality traits, and coping strategies ([Rudland et al., 2020](#)). In detail, several strategies such as personal support, access to professional areas, always

looking for the most preferred alternative, and believing that stressors can be overcome, all of these can reduce negative adaptations that arise.

According to existing research, nursing students who have positive perceptions of their own achievements tend to perform better academically. Positive psychology has been found to be associated with improved academic performance, possibly due to its ability to reduce anxiety ([Bourgeois, 2018](#)). Much of the literature on stress tends to focus more on negative aspects, such as the adverse responses to stress, rather than the potential positive effects. The positive components of stress have been shown to have the potential to enhance student performance in learning ([Bourgeois, 2018](#)).

According to several studies, nursing student stress can be categorized into three main types: academic, clinical, and personal ([Gibbons et al., 2008](#); [Mehta et al., 2021](#)). However, these causal factors are still overlapping and cannot be accurately ascertained due to unclear and varied research results. Academic stress can be caused by a variety of factors, including exams, heavy workload, long study hours, and lack of time ([Rudland et al., 2020](#); [Hashemi, 2011](#)). Other academic stressors include fear of failure and lack of feedback. Clinical and personal stressors can include the periodic nature of clinical practice and placements, conflicts with other staff, dealing with dying patients, feelings of incompetence, strained interpersonal relationships with patients, time pressure, and heavy workload ([Gibbons et al., 2008](#)).

Previous research has revealed an unclear relationship between affective factors, with less convergence to consistent results. Even the existing studies are mainly focused on identifying how affective factors influence the mastery of certain language skills. The direction of this research so far is still undecided, specifically with regard to the relationship between affective and psychological factors (eustress-distress). The findings are still relatively few and are primarily focused on identifying which aspects are affected and which are influencing. Thus, this study aims to map and determine the relationship between affective factors (anxiety and self-efficacy, the two most influential affective aspects), eustress-distress level, and nursing students' English learning performance." Specifically, the research wants to answer the following questions:

1. What is the eustress-distress level for English Nursing students?
2. What is the level of affective factors (anxiety dan self-efficacy) of the English Nursing students?
3. How are eustress-distress and anxiety-self-efficacy related to students' learning achievement in English.

METHODS

This study used a mixed-methods design, which involved both quantitative and qualitative methods. Quantitative data was collected using a close-ended questionnaire about eustress-distress, anxiety, and self-efficacy, as well as scores on English learning achievement from the even semester of the 2021-2022 academic year. Qualitative data was collected through a descriptive analysis of open-ended questionnaires

Subjects of Study.

This study used data from 95 nursing students who have completed a D1-equivalent English program at Muhammadiyah University of Gresik. All respondents had completed the EAP program in the 2021-2022 academic year. The respondents were described as follows: 89 girls and 6 boys, all from urban areas and all junior high school graduates (none from vocational schools), with an average age of 19 to 22 years.

Data Collection and Instruments

This study used four instruments (three questionnaires and one test), the first of which is a questionnaire about eustress-distress developed by Branson et al. on a distress and eustress scale (Branson et al., 2019). These ten items had been tested for validity and reliability using test-retest reliability on 981 respondents. This questionnaire is called Adolescent Distress-Eustress Scale (ADES). This instrument had been tested using Cronbach's alpha to assess and predict internal consistency. The correlation coefficient exceeded 0.8, indicating good temporal stability. Construct validity had also been established through the use of measures designed to measure the same thing (convergent validity) and other measures of non-stress constructs (discriminant validity). Convergent validity results show a relatively strong positive correlation (Branson et al., 2019).

The second instrument is an anxiety questionnaire developed by Casali et al., called the Study-Anxiety Questionnaire (SAQ) (Casali et al., 2022).

The anxiety factor has shown satisfactory and internally consistent results in a sample of 910 respondents, making the SAQ a reliable measure for academic and emotional problems.

The third questionnaire is the Generalized Self-efficacy Scale (GSES), which was developed by Ralf Schwarzer and updated by Ifdil et al. as the College Academic Self-Efficacy Scale (CASES) (Ifdil et al., 2019). All items used have a validity of 0.931 in a sample of 342 Indonesian students. The fourth instrument is EAP reading ability test developed by the lecturer in the even semester of 2021-2022 academic year. The four instruments have also been retested for validity and reliability and are shown in Figure 1 (below).

Data Analysis

After the data is collected, the next step is to perform statistical analysis, including (1) descriptive analysis focusing on central tendency, dispersion, and normal distribution for eustress-distress, anxiety, and self-efficacy, and (2), Using SEM analysis (PLS4 application), which involves testing the validity and reliability of the instrument and testing hypotheses using T-test, PATH coefficients, and correlations between variables.

RESULTS AND DISCUSSION

RQ1: What is the eustress-distress level of nursing students in the EAP class?

To answer this research question, ten items are used,

Table 1| Results of Eustress and Distress

	N	Minimum	Maximum	Sum	Mean	Std.	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Deviation	Statistic
					Std. Error	Statistic	Statistic
Eustress							
Worth outcome	95	2.00	5.00	392.00	4.1263	.10286	1.00257
Feeling of determined	95	1.00	5.00	383.00	4.0316	.11636	1.13412
Proud with preasure	95	1.00	5.00	376.00	3.9579	.12513	1.21966
Feeling of motivated	95	1.00	5.00	371.00	3.9053	.11005	1.07262
Satisfied with preasure	95	1.00	5.00	367.00	3.8632	.11554	1.12619
					3.9769		
Not-Distress							
Not anxious	95	1.00	5.00	372.00	3.9158	.10860	1.05853
Not overwhelmed	95	1.00	8.00	367.00	3.8632	.11554	1.12619
Not panicked	95	2.00	5.00	355.00	3.7368	.10917	1.06402
Not frustrated	95	2.00	5.00	377.00	3.9684	.06601	.64334
Not racing out of control	95	2.00	5.00	393.00	4.1368	.11059	1.07793
Valid N (listwise)	95				3.9242		

with five items related to eustress and the other five related to distress. The ten items consist of worth outcome, determination, motivation, satisfaction with pressure, and the absence of anxiety, distress, overwhelming, frustration, and a feeling of being out of control. The scale uses a range of 1 to 5, with 1 representing "strongly disagree," 2 representing "disagree," 3 representing "neutral," 4 representing "agree," and 5 representing "strongly agree." The results of the analysis are shown in [Table 1](#).

[Table 1](#) shows that students have a good level of eustress, with an average score of 3.9. A score of 4 indicates that students believe they are able to do well, have strong intentions, enjoy pressure, are motivated, and feel satisfied with pressure in class. Additionally, their stress level scores are also low, with an average of 3.94. This indicates that students are not experiencing panic, anxiety, overwhelming, frustration, and are able to maintain self-control.

RQ2: What is the level of anxiety and self-efficacy of nursing students?

The research questions are answered using eight items related to anxiety and ten items related to self-efficacy. The eight anxiety items are: feeling good about learning, confidence in good learning outcomes, being well-prepared, not worrying about criticism, not disappointing others, not feeling tense, not worrying about bad grades, and being happy before exams. The 10 self-efficacy items are: optimism about one's efforts, always seeking the best way to learn, focus on goals, ability to avoid criticism, confidence, ability to solve unpredictable problems, always doing one's best, not panicking. The findings are presented in [table 2](#).

Table 2| Results of Anxiety and Self-Efficacy

	Descriptive Statistics							
	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
A1	95	2.00	5.00	400.00	4.2105	.08713	.84921	.721
A2	95	2.00	5.00	383.00	4.0316	.08911	.86851	.754
A3	95	2.00	5.00	378.00	3.9789	.08851	.86269	.744
A4	95	2.00	5.00	377.00	3.9684	.09036	.88067	.776
A5	95	2.00	5.00	376.00	3.9579	.09215	.89818	.807
A6	95	2.00	5.00	372.00	3.9158	.09184	.89518	.801
A7	95	1.00	5.00	374.00	3.9368	.09560	.93183	.868
A8	95	1.00	5.00	377.00	3.9684	.09036	.88067	.776
SE1	95	2.00	5.00	353.00	3.7158	.10332	1.00703	1.014
SE2	95	2.00	5.00	366.00	3.8526	.09342	.91056	.829
SE3	95	2.00	5.00	345.00	3.6316	.09705	.94591	.895
SE4	95	2.00	5.00	364.00	3.8316	.09183	.89505	.801
SE5	95	2.00	5.00	345.00	3.6316	.09471	.92314	.852
SE6	95	2.00	5.00	350.00	3.6842	.10179	.99213	.984
SE7	95	2.00	5.00	379.00	3.9895	.09523	.92822	.862
SE8	95	2.00	5.00	378.00	3.9789	.08977	.87493	.766
SE9	95	2.00	5.00	388.00	4.0842	.08553	.83364	.695
SE10	95	2.00	5.00	361.00	3.8000	.09652	.94080	.885
Valid N (listwise)	95							

The table above shows that the average anxiety score is 3.9. A score of 4 means that students feel good about learning (4.2), are not dissatisfied with exam results (4.0), feel more prepared than other classmates (3.9), do not worry about criticism (3.9), do not disappoint others (3.9), do not experience tension when facing exams (3.9), do not worry about consistently poor exam performance (3.9), and are comfortable before exams (3.9).

Furthermore, the average self-efficacy score for students is 3.8, which is considered satisfactory. Students believe they can overcome difficulties through hard work (3.7), can find the best way to respond to criticism from friends (3.8), always stick to goals and try to achieve them (3.6), always believe in their ability to handle unwanted problems (3.8), can solve unpredictable problems (3.6), can solve difficult problems to the best of their ability (3.6), do not panic about difficulties because they believe they can solve them (3.9), find it easy to solve problems when faced with difficulties (3.9), can still find a way to progress even when stuck (4.0), and can solve problems in any way (3.8).

RQ3: How are eustress-distress and affective factors related to students' EAP learning achievement?

Although the instrument was selected and tested for validity and reliability, the data from the PLS4 calculation showed that all items, including five distress items, five eustress items, eight anxiety items, and ten self-efficacy items, all had scores above 0.7 points. This means that all items have met the aspects of adequate validity and reliability. The details of the results of analysis are described in [Figure 1](#) below.

Figure 1| The results of analysis for validity and reliability

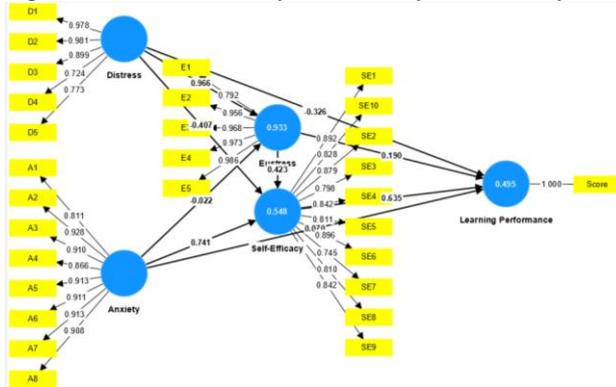


Figure 1 above also describes hypotheses in accordance with the results of elaboration of previous studies regarding the relationship between anxiety, eustress, distress, self-efficacy, and learning performance. Based on the results of exploration, the hypothesis is stated as follows:

1. There is a relationship between distress, eustress, and learning performance.
2. There is a relationship between anxiety, self-efficacy, and learning performance.

The results of the hypothesis analysis are described in figure 2 below.

Figure 2| Results of Hypothesis Testing

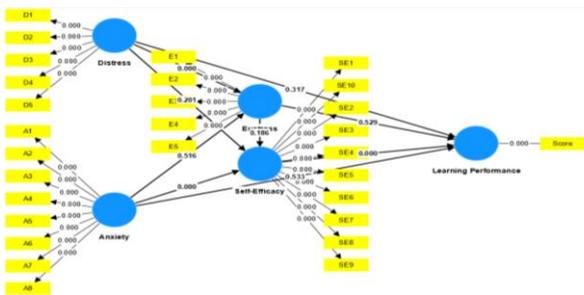


Figure 2 presents the results of Path coefficient analysis, showing three significant relationships: anxiety and self-efficacy (p = 0.000), distress and eustress (p = 0.000), and self-efficacy and learning performance (p = 0.000).

Table 3| Analysis of Path Coefficients

Variables	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
Anxiety -> Eustress	-0.022	-0.023	0.033	0.650	0.516
Anxiety -> Learning Performance	0.070	0.071	0.111	0.624	0.533
Anxiety -> Self-Efficacy	0.741	0.743	0.057	12.989	0.000
Distress -> Eustress	0.966	0.967	0.008	120.596	0.000
Distress -> Learning Performance	-0.326	-0.359	0.326	1.002	0.317
Distress -> Self-Efficacy	-0.407	-0.398	0.318	1.280	0.201
Eustress -> Learning Performance	0.190	0.223	0.302	0.630	0.529
Eustress -> Self-Efficacy	0.423	0.416	0.320	1.322	0.186
Self-Efficacy -> Learning Performance	0.635	0.631	0.109	5.823	0.000

The results of the comparison between these variables and the T-statistics are presented in table 3 below.

The data in figure 2 and table 3 show that anxiety has no impact on eustress or learning performance. Distress has no impact on learning performance or self-efficacy. Eustress also has no impact on learning performance or self-efficacy. However, the two data illustrate that distress has an impact and is strongly correlated with eustress. In other words, learners who have potential experience of managing their positive adaptation to eustress have a positive impact on learning performance. Second, although anxiety is not directly related to learning performance, anxiety affects self-efficacy, then self-efficacy has an impact on learning performance. This means that the role of self-efficacy is very important here, which is to bridge between anxiety and learning performance.

This study concludes that the level of Distress and Eustress of nursing students is quite good. This means that their Eustress is also quite satisfactory and the level of distress is also low and students can still manage the distress. Likewise, student anxiety is also low, this means that the level of anxiety and distress also has a similar trend of results. Although distress and eustress are strongly correlated, they have no impact on learning performance. On the other hand, anxiety does not directly affect learning performance, but anxiety has an impact on learning performance through self-efficacy.

Result of Qualitative Findings

Qualitative findings focus on deepening the understanding of the correlation and the main reasons, especially regarding the types of learning activities that encourage enthusiasm for learning. These activities have an impact on positive pressure, and the research investigates why positive pressure increases enthusiasm for learning. Additionally, the study examines the internal factors that cause self-efficacy to increase, as well as the external factors that cause positive pressure and increased self-efficacy. The results of the qualitative summary of the open questionnaire are described in Table 4.

Table 4| Recap of qualitative data results

Items	Answers
<i>What are the English learning activities in your class so far?</i>	<i>Teaching and learning activities by discussing English material that has been delivered by lecturer. Then ask and answer questions related to the material or assignments that have been given. Providing materials both offline and online.... Quiz with online and offline.... Group division.... Learn and play.... Quiz, games....</i>
<i>What activities to make you more enthusiastic in learning?</i>	<i>...Learn with friends.... Quick pace between students to answer and get points..... Activities that are not stiff and fun.... Feel challenged to meet the learning targets completed on time.... More spur to achievement..... Questions and answers and quiz..... Can discuss, ask and answer questions so that it can make students look more active in teaching and learning activities..... Taking vacation time to refresh..... Reading practice..... Watching tutorial.... When asked a question and scrambling to answer it..... Games and groups.... activities that require discipline such as submitting assignments on time before the deadline, gathering with friends.</i>
<i>Mention any activities that create positive pressure (Eustress) and self-efficacy for you?</i>	<i>Work in group.... Field study activities..... Doing tasks with short deadlines..... Likes new challenges..... group work..... Can discuss, ask and answer questions.... Miscellaneous assignments..... Papers, assignments.... Listening to music, reading novels..... Writing papers..... Presentations.</i>
<i>Why can positive pressure increase learning self-efficacy?</i>	<i>Learning targets can be met on time..... More experienced.... Because it makes us think faster.... Because in my opinion, positive pressure can make us better than before as well as for evaluation..... Learning targets can be fulfilled on time..... More spur to achievement..... Can learn better.... Because then it can make me to learn English vocabulary better..... can manage time well and precisely.... Better trained to find some vocabulary that is foreign to me.... Because it doesn't lead to boredom, the material is easier to accept.... The pressure made me get out of my comfort zone and start adapting..... Challenged to fulfill the task.</i>
<i>What positive pressure (eustress) comes from within you?</i>	<i>The attitude of always wanting to solve problems... confident that I can speak English..... Likes new things.... Self-confidence, feeling challenged, and feeling I have to be the best..... My positive pressure is that I believe that I can and always be active to find a way out of every problem I find..... Strong determination..... Passion from within.</i>
<i>Any positive pressure comes from outside of you?</i>	<i>A lot of workloads to get rewards from lecturers, friends, and parents..... Short deadline assignments..... Encouragement to get rewards from lecturers and parents and want to test self skills..... Want to know other experiences..... busy scheduling between lectures and student organizations that often crash.... a lot of workload, advantageous problems that come suddenly.... Encouragement from parents and determination to get the best results..... When I get a task as much as possible I do it as soon as possible because when the task is finished I don't think about deadlines..... Encouragement from loved ones.... there, like a friend who always invites to positive things.....</i>

The qualitative data in [Table 4](#) above shows that some class activities that encourage enthusiasm for learning are discussions, questions and answers, quizzes, group division, games for reward points, lab practice activities, and regular dialogue with friends.

Even students feel that there is positive pressure when completing assignments, such as group work, field work, compiling papers, reading novels, and making presentations. These stressful tasks are perceived as necessary because they motivate students to meet their learning targets on time, think faster, learn better, challenge themselves,

and strive for excellence.

The internal factors that encourage self-efficacy and positive pressure include strong self-confidence, a determination to solve problems, a willingness to try new things, a desire to be the best, and a drive to always find a solution. External driving factors include rewards from friends, teachers, and parents, limited task load and completion time, and encouragement from loved ones who always engage in positive activities.

This study examines three variables: the level of student eustress-distress, student anxiety-self-efficacy, and the relationship and impact between these variables on learning performance. The results showed that the eustress level of nursing students was very good, indicating that students had positive stress management adaptations, while students' distress levels were also low. In addition, students had low anxiety levels and high self-efficacy. The research also showed that anxiety has a significant effect on self-efficacy, but does not have a direct effect on learning performance. However, self-efficacy has a very strong influence on learning performance. This means that self-efficacy is a good moderating variable that links anxiety and learning performance. Moreover, distress also has a strong effect on eustress, meaning that negative and positive adaptation to stress have a strong effect on the emergence of student eustress. However, some variables have no impact or are not related, such as anxiety and eustress, distress and eustress, distress and learning performance, eustress and learning performance, and eustress and self-efficacy.

The strong influence of anxiety and self-efficacy confirms previous research where low anxiety can eliminate inhibition, so that you can be active in class without feeling burdened or blocked (Bao & Liu, 2021; Bourgeois, 2018). This means that this inverse relationship shows that self-efficacy increases well when student anxiety decreases (Gallagher, 2013; Kormos et al., 2011). This study shows that learning activities that can reduce anxiety are a relaxed, comfortable learning atmosphere, optimizing mutual respect, playing games, role playing, and learning cooperatively (bearing the burden of learning together). High anxiety results in the loss of self-identity, on the contrary, strong self-efficacy grows and strengthens the learner's self-identity.

Furthermore, this study provides additional results, namely self-efficacy as a moderating variable to achieve better learning performance. As stated in the previous study, self-efficacy is the spirit of the growth of learning motivation (Ifdil et al., 2019). Self-efficacy is needed to achieve a more perfect learning achievement (Illyin et al., 2021). However, so far it has not been thought that self-efficacy can be a bridge or moderating variable for anxiety. This means that this study proves that decreased anxiety has not been able to directly have an impact on learning achievement. However, this low anxiety has a direct impact on increasing self-efficacy, so when self-efficacy improves, learning achievement increases by itself.

There is indeed a wedge between distress and anxiety, both of which are negative reactions to pressure that comes with learning (Sinclair, 2018). So, distress occurs when

students' reactions to stress are negative, on the contrary if the reaction to stress adaptation is positive, eustress appears (Gibbons et al., 2008; Bourgeois, 2018; Bienertova-Vasku et al., 2020). This study supports the results of previous studies that distress and eustress are one continuum that results in different impacts. This study also suggests justifications for the growth of positive student adaptation, namely the occurrence of a strong self-confidence process, both caused by internal and external factors.

This study presents new findings about eustress and self-efficacy (which are limited in previous findings) that there are several ways to adapt to stress and have positive reactions to it (which is eustress), and the factors that contribute to eustress and self-efficacy in learning. Positive reactions to stress (becoming eustress) can be achieved by growing self-efficacy through changing mindsets about the burden of learning, the belief to always have a way out of learning difficulties, and being adaptive to difficulties and challenges. There are two factors that encourage the occurrence of eustress through the encouragement of self-efficacy, namely internal factors (student personal) and external factors. The most dominant internal factor is a strong drive to do the best and a liking for challenges and new things. Furthermore, the strongest external driving factors are rewards from teachers, friends, and parents, and the type of task load that is relevant to the achievement of learning competencies.

In summary, what the teacher must do (about reducing anxiety) is to cultivate an attitude of patience, get to know each student's character as a whole, work together well, eliminate cultural differences and disregard social status, tolerate and help each other when faced with learning difficulties. In order to increase students' self-efficacy and eustress, and have an impact on learning performance, the teacher must correct student errors appropriately, not underestimate, and always give rewards and praise students when doing the task well.

CONCLUSION

Affective and psychological factors have a very strategic role and even affect the success of learning English. This research has found that the levels of eustress-distress, anxiety-self-efficacy among nursing students are quite good. There are strong relationships between these four variables, with differences between them, namely between distress and eustress, anxiety and self-efficacy, and self-efficacy and learning performance. Meanwhile, distress does not have a strong impact on self-efficacy and learning performance. Thus, there are two major contributions of this research, namely first; the role of self-efficacy as a moderating variable between anxiety and learning performance. The decrease in anxiety levels does not necessarily have a direct impact on learning performance, but through self-efficacy first, because the one that has a direct impact on learning performance is self-efficacy.

Second, self-efficacy and eustress have a strong wedge and are strongly influenced by two main factors, namely internal factors such as the formation of a student's unyielding attitude, an attitude of enjoying new challenges, and an attitude to always do their best in every class activity. External factors that are very influential are the rewards given by teacher and the type of class load relevant to the achievement of competence (even though the number of burdens is large).

To support the optimization of psychological and affective aspects in learning English, the teacher must concentrate on character and needs of students with great patience, always build cooperation to improve the quality of learning activities, and eliminate cultural differences and social status. Students' self-efficacy must grow to encourage a positive response to any stress that arises through the cultivating of an attitude of never giving up, enjoying new things, and giving appropriate rewards.

This study certainly has limitations, namely the number of respondents who are only nursing students. Besides, a more in-depth qualitative study is needed, especially regarding the reasons and factors causing the emergence of positive adaptation in the form of eustress, by further exploring the role of self-efficacy in each learner of special characters (English for other special purposes).

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

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EFL learners' perception and attitude in synchronous meetings through Zoom Videoconferencing

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Recently, incorporating technology in English as a foreign language (EFL) course has been the topic of much debate. Technology can facilitate student interaction in the learning process and create an interactive and communicative classroom environment. Zoom is a solution for faculty members to engage and motivate students in virtual courses as it provides real interaction and direct feedback. This present study aimed to explore EFL students' perceptions as well as attitudes toward synchronous learning through Zoom Videoconferencing. The participants were 72 undergraduate students in the Intensive Reading course. The data was collected through questionnaires, observations, and interviews. The contents of the instrument were validated using expert judgment. The quantitative data were analyzed by using descriptive statistics while qualitative data were analyzed using thematic coding. The findings demonstrated that students had positive perceptions of Zoom videoconferencing in terms of actual use, perceived ease of use, intrinsic motivation, behavioral intention, and attitude. Further research into using Zoom videoconferencing to develop innovations in an online course is strongly recommended.

Keywords: attitude, perception, technology acceptance model, Videoconferencing, Zoom

OPEN ACCESS

ISSN 2503 3492 (online)

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Received: 24th November 2022

Accepted: 23th March 2023

Published: 6th April 2023

Citation:

Rojabi, A. R., & Praptika Septi Femilia. (2023). EFL learners' perception and attitude in synchronous meetings through Zoom videoconferencing. *JEES (Journal of English Educators Society)*, 8(1).
<https://doi.org/10.21070/jees.v8i1.1722>

INTRODUCTION

The COVID-19 pandemic has altered the educational landscape. Many problems emerged in the learning experience during a pandemic, particularly in language courses. Dilemmas occur as a consequence of the transition from face-to-face classes to online classes where instructors find it difficult to maintain educational quality by focusing on the emotional connection and real interaction that occurs in the offline class mode. As academic institutions worldwide struggle with the global health crisis, there is an urgent need to provide diverse instructional approaches such as online, hybrid, and blended learning methods ([Singh et al., 2021](#)). Those diverse approaches have been a new norm in teaching and learning instruction in the post-pandemic ([Triyason et al., 2020](#); [Viswanathan, 2021](#)). Online learning mode is as just as important as an offline learning mode in the teaching and learning process. To achieve online learning goals, synchronous and asynchronous technologies such as email, LMS, video conferencing, and social media have been used. These technologies provide flexibility, effectiveness, and cost efficiency ([Junco, et al., 2013](#)). Thus, faculty can design an engaging classroom to meet learning objectives and to encourage students' motivation in online instructions by accommodating student needs.

Recently, incorporating technology in English as a foreign language (EFL) course has been the topic of much debate. Technology can facilitate student interaction in the learning process and create an interactive and communicative classroom environment.

Using synchronous computer-mediated communication, students participate in virtual real-time courses and video conferencing via computers, mobile phones, or tablets at any time or place (Healey, 2016). This technology provides students with opportunities for collaboration (Reinders & White, 2016) and opportunities for real-time online interactions (Rassaei, 2017). In online courses, faculty need to exploit diverse learning platforms and provide students with engaging and user-friendly learning platforms based on students' needs. In addition, the faculty should create positive interactions as well as effective learning environments in online courses (Rojabi, 2020), providing fun activities that boost learners' engagement and motivation (Rojabi, et al., 2022). One of the engaging online learning environments is videoconferencing meetings. Videoconferencing equipped with video, voice, and text messaging capabilities enables instructors and students to interact more directly and intimately (Lo Iacono, et al., 2016). Thus, learners from various zones of time can interact in real-time from their respective homes using a synchronous online method.

Zoom as one of the videoconferencing platforms offers a variety of simple, appealing, and efficient features. Zoom offers online meetings, group messaging, recording of meetings, and breakout rooms for small group collaboration. Similar to other synchronous learning platforms, Zoom can be installed on desktops, tablets, and mobile devices (Zoom Video Communications Inc, 2016). Zoom is a solution for instructors who find it challenging to design engaging instructions, therefore students are motivated to participate in virtual learning. Instructors can also distribute polls and surveys to explore participants' perceptions and answers during virtual classes. This is a formative assessment to monitor and offer instant feedback on their comprehension of the course material. In addition, instructors and students can easily use Zoom to share browser screens such as Mentimeter and GoSoapBox, make learning active and interactive, and share files and audio/video content (Kohnke, 2021; Moorhouse & Kohnke, 2020).

Why is Zoom an appealing option for synchronous online courses and videoconferencing? Zoom is already well-known in schools and institutions. It is employed for audiovisual conference meetings, online classroom instruction, office meetings, and student presentations. Zoom is a synchronous platform with a rather comprehensive set of teaching-related features, including audio, video, text chat, whiteboards, polls, and breakout rooms (Hong, 2020). The potential of Zoom as one of the video conferencing platforms that provides some beneficial activities, for example, "raise a hand" and "breakout room" features for small group discussions has been discussed by empirical studies. Thus, this study attempts to capture EFL students' perceptions as well as attitudes in exploiting Zoom videoconferencing as a synchronous online meeting.

The Technology Acceptance Model (TAM)

The technology acceptance model (TAM) model offers a position on current technology acceptance from the user's point of view (Davis, 1989). This model describes how

individuals accept and use the latest technology, and experts have diverse beliefs on the theory's presumptions and actual usage (Lala, 2014). TAM represents one of the most dominant theories of technology acceptance. TAM is comprised of five constructs: perceived usefulness, ease of use, attitudes toward new technologies, behavioral intentions, and actual use (Alfadda & Mahdi, 2021; Davis, 1989; Scherer et al., 2019). Technology acceptance research (TAM) is used to foresee technology adoption (Teo & Zhou, 2016). Lai also investigated technological innovation user acceptance by contrasting TAM with other adoption models (Lai, 2017). Several studies has adopted TAM to explain user behavior across a variety of technologies, including e-government, e-tourism, web-based applications, and others (Akar, 2019). TAM is being used in an increasing number of studies to determine technology adoption in educational research. TAM is widely regarded as the dominant paradigm for comprehending organizational information technology adoption. TAM is the most widely accepted model for investigating the factors that determine user acceptance of new technologies (Legris et al., 2003). Through the lense of TAM theory, this study depicted the learners' perceptions as well as their attitude in adopting Zoom as a synchronous platform in English language learning course, particularly in a Reading virtual course.

Student Perception and attitude in Online Learning

Perception is described as a person's viewpoint on his own experiences, regardless of whether he agrees or disagrees based on his experience, observations, or external personality factors (Hong et al., 2003). Perception can be defined as how individuals perceive experiences to provide meaning to their surroundings (Robbins, 2005). Perception is defined as a concept or presumption that you possess as a direct consequence of how you experience things in life (Hornby, 2005). Furthermore, perception is indeed an individual expression of how a person perceives things, which is influenced by a variety of social and cultural factors. People from various cultures have distinctive perceptions of themselves and others. It is never definitive. It is a distinct method of observing an occurrence which includes the computation of sensory input and integrates experiences and personal memories throughout the phase of cognition (McDonald, 2012).

Attitude is a relatively persistent belief about an object or situation that causes individual responds in a specific manner. When someone is determined to learn something, whether he wants to or not, he has a persistent attitude. If a student learns something in a language class with a positive attitude, they are more likely to succeed, they are more receptive and willing to accept and respond. The circumstances will have a significant impact on his desire to learn a language. A student who dislikes studying, attending school, seeing his teacher, and completing his homework is quick to generalize his dislike. Therefore, positive attitudes and emotions are required to motivate language learners (Oroujlou & Vahedi, 2011). Attitudes are frequently formed as a consequence of experience or socialization and those can have a strong influence on one's behavior and how

humans behave in diverse circumstances. Experience, learning, social aspects, training, and observation can all have an impact on attitudes (Cherry, 2022). In this study, participants provided their perceptions regarding Zoom online learning environment. Their perceptions pertain to the advantages, difficulties, and interactions in Zoom videoconferencing sessions. Meanwhile, attitudes reflect the learners' behaviors to participate in Zoom videoconferencing sessions and to collaborate with their peers.

Teaching Reading by Utilizing Technology

Technology has facilitated both faculty members' and learners' access to more dynamic learning materials and assistances flexibly. Technology also made it easier for students with special needs and conditions to gain access. Teachers noticed that having access to more current and diverse resources allowed their students to increase a deeper comprehension of the topic, as well as autonomy in materials selection (McKnight et al., 2016). Technology has also improved communication by allowing students to collaborate online, and provide progress monitoring (Cahill, 2014; Cilliers, 2016; McKnight et al., 2016).

Reading instruction incorporating technology can boost students' engagement and motivation (Connor, 2019; Dreyer & Nel, 2003). Additionally, technology assists learners in reading practices on their interests and needs by achieving diverse reading objectives (Haymon & Wilson, 2020; Butler-Pascoe & Wiburg, 2003). Instead of emphasizing students' needs both within and beyond the classroom, a significant proportion of EFL classrooms is typically classroom-based and/or teacher-centered. Nonetheless, there is a considerable trend in adjusting theoretical assumptions and developing new theories of instructional approaches that promote effective classroom instruction, especially in collaborative, authentic, and meaningful scenarios (Hu, 2002). Thus, technological innovations and mobile devices have the potential to improve comprehension ability as well as experience and learning opportunities.

The Benefits of Synchronous Online Learning

The main factors influencing student satisfaction in online learning are student-student interaction, student-teacher interaction, as well as student-content interaction (Landrum et al., 2020). Learners prefer either synchronous or asynchronous learning models. Their preferences may differ because they each have different needs and levels of satisfaction with the platform's features and facilities. Furthermore, online platforms should facilitate students to participate and engage in online courses.

Online education has the potential to provide flexibility and convenience while also meeting the particular needs of students (Croxtton, 2014). Online educational contexts are categorized into three types: synchronous, asynchronous, and hybrid. This study concentrates on a synchronous online learning environment, it happens when learner-learner and learner-instructor interact in real-time, and directly collaborate on electronic activities as well as participate in live question-and-answer sessions (Salmon, 2013).

Bedenlier et al. (2021) suggested that videoconferencing environments make digital communication as natural as possible. In addition, to establish engaging activities, faculty must employ teaching strategies that encourage participation during synchronous online courses (Castelli & Sarvary, 2021). Enacting social media and online learning platforms in language courses has been discussed by empirical studies. Diverse synchronous applications have been utilized to assist students in language courses and to directly involve, interact, and communicate in synchronous online learning.

Zoom as a Videoconferencing

Online learning can be incorporated using diverse learning media, and the choice of instructional media should be considered carefully to achieve a positive impact on student achievement (Putrawangsa & Hasanah, 2018). One type of innovation that can be enacted in virtual courses is video conferencing. Traditional in-person lectures can be replaced or supplemented by virtual lectures via a variety of digital platforms. This virtual lecture allows lecturers and students to have engaging activities, direct interaction, and communication although they are not on the same site. Since the material is delivered in real-time, videoconferencing is invaluable for facilitating distance learning and assisting students in conveniently understanding course material through real-time interaction (Ismawati & Prasetyo, 2020).

Zoom is one of the apps that enable real-time virtual interaction and communication through a variety of devices (Archibald et al., 2019; Cheung, 2021a; Kohnke & Moorhouse, 2020). This application allows users to easily timetable videos, websites, as well as available video conferences with a capacity of 100 attendees and a time limit of 40 minutes, or without a time limit with a paid Zoom account. The Zoom application is simple to use and has a variety of fascinating features that lecturers and students can use in classrooms or virtual meetings.

Zoom's breakout rooms help faculty divide students into groups for small group discussions (Sutterlin, 2018). If students have issues in the breakout room, they can contact the instructor. The instructor can also end the session by sending a message to all participants. These features have made Zoom mainstream for live classes and meetings. These advantages can help students stay focused and receive more detailed instructions. Group sessions encourage students to interact and communicate with their peers (Lee, 2021).

Previous studies related Zoom videoconferencing as synchronous online sessions

A study investigating Zoom was investigated by Archibald et al. (2019) Collecting qualitative interview data for Health research purposes. Participants were 16 practice nurses who engaged in online interviews regarding their Zoom experience. The results indicate that Zoom is deemed satisfactory due to its user-friendliness, affordability, data management features, and security alternatives. In addition, Zoom offers new and engaging features, including face-to-face, phone, and video conferencing services.

Another study was examined by Knipe and Lee (2002) that recruit research participants from UK University

Master's degree Computer-Based Learning programs given remotely via videoconferencing. 66 students pursuing a Master's degree; 45 local students and 21 students from remote areas were recruited. A method of data collection using a research diary. Research diaries on classroom activities revealed that local students received detailed explanations from lecturers and were also more responsive to reading, revising materials, working in groups, and presenting than students from remote places. [Candarli and Yuksel \(2012\)](#) also investigated the perceptions of students of second and third years in a 30-minute videoconferencing-based English class. However, the results demonstrated that video conferencing did not have a positive effect on students, as they tended to exhibit negative attitudes and a lack of participation.

[Cheung \(2021a\)](#) looked into the occurrence of an English teacher who delivers her instruction in synchronous online mode, as well as the factors that affect her level of digital implementation. A case study with an exploratory and descriptive qualitative approach was used in this study. Semi-structured interviews and observations were distributed to one ESL teacher over a 12-year experience. As per the findings, for most situations, Zoom was simply used as a platform for the faculty to deliver materials that would have previously been provided in a face-to-face setting, with few opportunities for interaction with students and checking their comprehension.

[Bawanti and Arifani \(2021\)](#) examined students' perceptions of speaking skills and their attitudes regarding online learning by exploiting Zoom videoconferencing. The students have been using Zoom for four months. A survey design was used in this study with primary school students as participants. The results demonstrated that the existence of Zoom as a synchronous instruction impacts students' performance in autonomous learning, time management, and their English ability, particularly in the area of speaking. Another qualitative research with a post-positivism paradigm was also investigated. Interviews were utilized as the data collection method.

Numerous publications have investigated the potential of Zoom Videoconferencing in the context of education or English as a second language (ESL); however, few studies attempted to investigate learners' attitudes, motivation, and satisfaction through Zoom Videoconferencing in the context of English as a Foreign Language (EFL), particularly on students at Islamic higher education. As a result, it is critical to conduct a thorough investigation into how learners are motivated and satisfied with language learning via Zoom videoconferencing. Furthermore, the learners' experiences with Zoom Videoconferencing for language learning sessions must be revisited in order to determine the extent to which Zoom videoconferencing influences their attitude, motivation, and satisfaction in online learning. By doing so, the researchers attempted to answer the following research questions:

1. What are students' perceptions of the use of Zoom Videoconferencing in the Reading class?
2. What are the students' attitudes toward the use of

Zoom Videoconferencing in the Reading class?

3. How do learners voice their experience through Zoom videoconferencing in the Reading class?

METHODS

Research Design

The current study aims to investigate EFL students' perceptions and attitudes toward synchronous learning via Zoom Videoconferencing. Thus, in this study, a mixed-method design was used, supplemented by participant observations and semi-structured interviews for qualitative data, to capture and explore their perceptions and attitudes in Zoom as a synchronous session. In addition, closed-ended questionnaires were distributed as quantitative data. The switchover from face-to-face to online learning provides each student with a new perspective and experience. Google Forms was also used to collect demographic information such as gender, participant backgrounds, as well as academic experience.

Context and Participant

During the 2021/2022 academic year, 72 students enrolled in the Intensive Reading Course in the third semester of the English Language Study Program at one of Jember's public universities. The Intensive Reading course (2 credits) was delivered in 16 meetings (60 minutes), with 8 videoconferences via Zoom. The faculty introduced Zoom at the commencement of the semester to ensure that all participants were aware of the academic rules for the course. In this study, purposeful sampling was used to select participants who could provide the necessary information. The goal of using a purposive technique is to recruit a large number of participants who are relevant to the issues under investigation. The researchers will use the homogeneity strategy to portray a specific subgroup in depth in order to minimize variation and optimize analysis. The age range of 16-25 and a similar background of English ability was used to select participants. The researchers recruited participants who can provide detailed information regarding Zoom videoconferencing and reach the aim of this current study.

Instrumen

Instruments were carefully constructed based on the theoretical framework of TAM to describe the learners' perceptions as well as their attitude in adopting Zoom as a synchronous platform in an English language learning course, particularly in a Reading virtual course. The instruments used five constructs of TAM theory: perceived usefulness, ease of use, attitudes toward new technologies, behavioral intentions, and actual use.

Questionnaires and interviews were used as research instruments in this study. Students' perceptions as well as the benefits and challenges of synchronous learning in the Reading class via Zoom Videoconferencing were determined using questionnaires and interviews. Meanwhile, both verbal and nonverbal observations were made to identify student attitudes in online classes using Zoom Videoconferencing.

First, questionnaires were used by researchers to collect data. The questionnaire's items were adapted from journal articles that discussed the theory of synchronous online learning. This current study employed both closed-ended and open-ended questionnaires. The closed-ended questionnaire used the Likert Scale. The Likert scale is used to determine how strongly each item is agreed upon by the participant. The questionnaire employs a five-point Likert scale: strongly agree, agree, neutral, disagree, and strongly disagree. There are four sections to the questionnaire. Open-ended questionnaires allow participants to respond more freely. The first section of the questionnaire asked participants for demographic information such as their age, gender, and level of language proficiency. The second section asks about perceived ease of use, specifically the effectiveness or ease of use of Zoom Videoconferencing in synchronous online learning. In the third section, students' attitudes toward Zoom Videoconferencing in synchronous online learning are explored through a series of questions. The fourth section includes several questions about the challenges students have confronted when using Zoom Videoconferencing in synchronous online learning.

Second, at this point, the researchers conducted participant observations, observing the attitudes of students in the Reading class who were participating in synchronous online learning via Zoom Videoconferencing. The researchers observed and interpreted various aspects of student attitudes and participation in online classes, both verbally and nonverbally. The researchers verbally observed the students' attitudes toward participation, communication, and engagement in Zoom videoconferencing sessions. The researchers attempted to capture the learners' attitudes that reflect their body language, such as eye contact, postures, clothing, and gestures, for nonverbal observation. During online sessions, their body language reflects their positive or negative behavior. Third, semi-structured interviews were used by the researchers. This type of interview aimed to determine the problem more openly and transparently, and participants were asked about their perceptions regarding synchronous learning with Zoom Videoconferencing. When conducting in-depth interviews, researchers carefully listened to and recorded the information provided by participants. The researchers used stratified sampling. The criteria for selection were based on critical demographic data as well as performance. Researchers conducted interviews with ten students in class: four active students, three moderate students, and three passive students. They were asked to discuss their perspectives on the advantages and disadvantages of synchronous online learning using Zoom Videoconferencing, and the data from the interviews were analyzed qualitatively.

Data Collection

To collect data, the researchers used questionnaires, observations, interviews, and document reviews. Researchers employ the following procedures: 1) Researchers developed instruments questionnaires and interviews. 2) The questionnaires are regarding students'

perceptions of online learning and were validated by two experts. 3) To test the validity, the Pearson Correlation Method was used, while Cronbach's Alpha Method was used to test the reliability. 4) The questionnaires were distributed to the participants by the researchers. 5) The researchers obtained the data, quantitatively analyzed it, and descriptively explained it by providing conclusions. 6) During Zoom Videoconferencing, researchers conducted non-participant observations to observe students' attitudes in the reading class. 7) Participants were interviewed, and the information ascertained from the interviews was analyzed qualitatively using thematic coding.

Data Analysis

The contents of the instrument were validated using expert judgment before being distributed to students. Each Likert Scale questionnaire item is worth 5 points on one of six dimensions: general use (3 items), ease of use (3 items), course satisfaction (2 items), intrinsic motivation (2 items), user intentions (2 items), and student attitudes (5 items). A student gets 5 points for responding "strongly agree," 4 points for responding "agree," 3 points for responding "neutral," 2 points for responding "disagree," and 1 point for responding "strongly disagree." The questionnaires for general use (3 items) and ease of use (3 items) are adapted from [Alfadda and Mahdi \(2021\)](#). The user attitudes questionnaire was adapted from [Bailey et al. \(2022\)](#). The course satisfaction questionnaire (2 items), intrinsic motivation (2 items), and user intentions (2 items) were adapted from [Bailey et al., 2020](#). The above-mentioned questionnaire was found to be valid and reliable. Experts from various academic institutions were contacted to assess the questionnaires' reliability and validity. Written feedback as experts' contribution that could improve or modify to meet the research objectives. Cronbach's alpha was also used to assess the reliability of the questionnaire. As per Cronbach's alpha ratings for internal consistency, the questionnaire is valid and reliable. Furthermore, 72 students completed closed and open-ended questionnaires via Google form, and N=10 completed semi-structured interviews via WhatsApp about the benefits and challenges of using Zoom videoconferencing, and this qualitative data were analyzed using thematic coding. To decode what participants were talking about and uncover students' perspectives and experiences, thematic methods were used. After reviewing interview transcripts several times to capture the meaning and discourse of the narrative, transcripts were coded according to themes, subthemes, and potential themes. Meanwhile, quantitative data were presented as mean and standard deviation (SD), and qualitative data as excerpts. Thus, based on students' perceptions and experiences in the reading class, the learning impact of videoconferencing via Zoom can be investigated. Thus, to validate the data, the researchers used triangulation of methods and data sources to validate the data in this study. As a result, after gathering data from observations, researchers compared it to the results of interviews and questionnaires.

RESULTS AND DISCUSSION

Q1 What are the students' perceptions of Zoom videoconferencing in the Reading course?

TABLE 1 | Statistics of actual use of Zoom videoconferencing

No	Items	Mean	SD	Order	Description
1	Zoom, in my opinion, enables me to collaborate with my colleagues.	3.54	.95	3	High
2	I believe that group tasks enhance my reading performance.	4.01	.94	2	High
3	I believe that participating in a group discussion will improve my reading performance.	4.10	.79	1	High
Total		3.88	.93		High

Table 1 displays that item 3 (I believe that participating in a group discussion will improve my reading performance) was ranked first with a mean value (4.10 ± .79) and item 2 (I believe that group tasks enhance my reading performance) was ranked as the second (4.01 ± .94) However, the mean score of item 1 (Zoom, in my opinion, enables me to collaborate with my colleagues) was ranked as the least (3.54 ± .95). These results point out the overall mean score of the students' responses (3.88 ± .93). All in all, the overall perceptions of the students were positive toward actual use of Zoom videoconferencing.

Responses on a Likert scale are categorized as very little (1.00-1.80), little (1.81-2.60), moderate (2.61-3.40), high (3.41-4.20), and very high (4.21-5.0) (Eltahir et al., 2021).

TABLE 2 | Statistics of perceived ease of use

No	Items	Mean	SD	Order	Description
1	Zoom is simple for me to learn.	3.82	1.07	2	High
2	Sign-in and sign-out processes on Zoom are both quick and clear.	3.94	.94	1	High
3	Zoom makes it simple to access the required resources.	3.63	.86	3	High
Total		3.80	.97		High

Table 2 displays that item 2 (Sign-in and sign-out processes on Zoom are both quick and clear) was ranked first based on the mean value (3.94 ± .94) and item 1 (Zoom

is simple for me to learn) was ranked second (3.82 ± 1.07) However, the mean score of item 3 (Zoom makes it simple to access the required resources) was ranked as the least (3.63 ± .86). Following these results, the total mean score for the students' responses was 3.80 ± .97. All in all, the overall perceptions of the students were positive toward perceived ease of use of Zoom videoconferencing.

TABLE 3 | Statistics of course satisfaction

No	Items	Mean	SD	Order	Description
1	This semester's online reading class has met my expectations.	3.64	.99	2	High
2	This semester, I am delighted with my engagement in online reading classes.	3.79	.90	1	High
Total		3.72	.95		High

Table 3 displays that item 2 (This semester, I am delighted with my engagement in online reading classes) was ranked first based on the mean value (3.79 ± .90) and item 1 (This semester's online reading class has met my expectations) was ranked as the second (3.64 ± .99). These results indicate that the overall mean score of the students' responses was 3.72 ± .95. All in all, the overall perceptions of the students were positive toward course satisfaction of Zoom videoconferencing.

TABLE 4 | Statistics of intrinsic motivation for online reading practice

No	Items	Mean	SD	Order	Description
1	Through discussion forum activities in my online reading class this semester, I enjoy discussing what I have read with my classmates.	3.94	.85	1	High
2	During this semester's online reading class, I believe that practicing English through discussion forum activities is an effective way to study English.	3.93	.86	2	High
Total		3.94	.85		High

Table 4 displays that item 1 (Through discussion forum activities in my online reading class this semester, I enjoy discussing what I have read with my classmates) was ranked first based on the mean value (3.94 ± .85) and item 2 (During this semester's online reading class, I believe that

practicing English through discussion forum activities is an effective way to study English) was ranked as the second ($3.93 \pm .86$). Following these results, the total mean score for the students' responses was $3.94 \pm .85$. All in all, the overall perceptions of the students were positive toward intrinsic motivation for online reading practice through Zoom videoconferencing.

TABLE 5 | Statistics of behavioral intention to use language learning technology

No	Items	Mean	SD	Order	Description
1	When studying English, I intend to make frequent use of language-learning tools.	3.99	.85	1	High
2	In the future, I plan to make extensive use of language-learning apps.	3.92	.88	2	High
	Total	3.95	.86		High

[Table 5](#) displays that item 1 (When studying English, I intend to make frequent use of language-learning tools) was ranked first based on the mean value ($3.99 \pm .85$) and item 2 (In the future, I plan to make extensive use of language-learning apps) was ranked as the second ($3.92 \pm .88$). Following these results, the total mean score for the students' responses was $3.95 \pm .86$. All in all, the overall perceptions of the students were positive toward behavioral intention to use language learning technology through Zoom videoconferencing.

Q2. What are the students' attitudes through Zoom videoconferencing in the Reading course?

TABLE 6 | Statistics of attitude with video conference tools in Reading class

No	Items	Mean	SD	Order	Description
	Courses in video conferencing provide me with a pleasant experience.	3.93	.89	4	High
2	I enjoy attending my class via videoconference class.	3.97	.80	3	High
3	I enjoy collaborating with peers in our Zoom videoconference class.	3.65	1.12	5	High

4	I enjoy small-group videoconference activities.	4.03	.79	1	High
5	I believe that doing partner activities in our video conference class is a good idea.	3.97	.86	2	High
	Total	3.91	.90		High

[Table 6](#) displays that item 4 (I enjoy small-group videoconferencing activities) was ranked first based on the mean value ($4.03 \pm .79$) and item 5 (I believe that doing partner activities in our video conference class is a good idea) was ranked as the second ($3.97 \pm .86$). However, the mean score of item 3 (I enjoy doing partner activities in our video conference class) was ranked as the least (3.65 ± 1.12). In accordance with these results, the total mean score for the students' responses was $3.91 \pm .90$. All in all, the overall perceptions of the students were positive toward attitude with video conference tools in class.

Q3. How do learners voice their experience through Zoom videoconferencing in the Reading class?

TABLE 7 | Statistics of learners' voice regarding video conference in Reading class

No	Items	Mean	SD	Order	Description
1	Zoom videoconferencing session facilitates peer group discussions through breakout rooms	3.58	.87	High	2
2	Zoom videoconferencing builds dynamic interaction among peers	3.53	.93	High	3
3	Zoom videoconferencing promotes comfort and builds self-confidence	3.64	.88	High	1
4	It motivates learners with new experiences during synchronous sessions	3.51	.80	High	4
	Total	3.57	.87		

Table 7 displays that item 3 (Zoom videoconferencing promotes comfort and builds self-confidence) was ranked first based on the mean value ($3.64 \pm .88$) and item 1 (Zoom videoconferencing session facilitates peer group discussions through breakout rooms) was ranked second ($3.58 \pm .87$). However, the mean score of item 4 (It motivates learners with new experiences during synchronous sessions) was ranked as the least ($3.51 \pm .80$). In accordance with these results, the total mean score for the students' responses was $3.57 \pm .87$. Overall, the students voice their experiences positively during Zoom videoconferencing sessions.

To support data from questionnaires, semi-structured interviews were also designed and distributed to the participants to capture their voices during Zoom videoconferencing sessions. Students reported the positive aspects of Zoom videoconferencing during online courses. This videoconferencing session facilitates peer group discussions through breakout rooms and encourages dynamic interaction among the participants.

I enjoy it, one of the positive aspects is we can learn online, and all students can join this online class, even if they have another meeting (S 3)

Yes, I enjoy it because I can use the features of Zoom, such as a breakout room to participate in a group discussion or do assignments (S 13)

I do, one of the positive aspects of using Zoom comes from direct interaction. Moreover, the feature of the breakout room helps teachers to divide students into groups, it facilitates students with group discussions, and the student's progress is controlled by the lecturer. (S 52)

Some noted that they can record the virtual courses via zoom so that they can review the materials presented by the faculty.

Yes, I enjoy it, because in zoom we can directly screen record our video (S 64)

The challenges that students encountered during online sessions through Zoom videoconferencing are related to internet connection and the quality of sound and video.

One of the challenges when using zoom is when the internet is not unstable, it makes unclear voices. (S 13)

The most common obstacle I encounter when using videoconferencing is bad internet access. Zoom is an application that requires users to have a good internet connection, while at home I often experience poor internet access problems. These obstacles create difficulty in accessing Zoom videoconferencing, such as blurry video, unclear sound, etc. (S 18)

The challenge when I used zoom is unstable internet access so the quality of audio and video on Zoom was bad. (S 23)

Students voice their positive perceptions and their experiences regarding the easiness and benefits of Zoom

videoconferencing for studying English. Some students noted that it provides a new experience for them.

From Zoom videoconferencing I gain new experiences from others on how to learn English more efficiently, I also get new strategies to improve my English skill from the experience that I received in Zoom videoconferencing, so I'm trying to motivate myself in learning English and use those strategies for learning. (S 15)

While others reported that it promotes comfort and helps their self-confidence to express their opinions. *Yes, the question-and-answer session, in that case, the teacher allows students to ask and answer each other using English. (S 17)*

Yes, I am one of those people who have self-confidence problems. By using this videoconferencing, I can express my opinion or thoughts more freely. (S 18)

Yes, because it is a good thing for the students who do not have the confidence to interact in real life, the students have more confidence to deliver their thoughts through Zoom. (S 21)

Yes, Zoom videoconferencing provides convenience and benefits for me to learn English and when I use this platform I can explain the material well and it is easy to understand. (S 38)

Students gave their recommendations for improving instruction delivery using Zoom video conferencing. Some recommended holding more intensive group discussions in breakout rooms.

Apply more group discussions in Zoom so that students are more active in class. (S 10)

I suggest making more use of the Zoom features such as, raise a hand, breakout room, chat, and whiteboard which can make it easier for a lecturer to deliver the material. (S 14)

However, some students reported that Chat box is another option who are not confident to express themselves orally.

I suggest writing instructions in the chat box as well when delivering instruction via videoconferencing because not all of our videoconferencing participants have good internet access during videoconferencing. So, writing instructions in the chat box can help participants who have problems with internet access to understand the instructions better. (S 15)

Interestingly, the learners also voice their suggestions to optimize more interactions and to pay closer attention to all students.

Maybe, the teacher needs to pay more attention to the audience so that they know who stays in the forum and engage in discussion. (S 36)

Build more interaction with the students, and do some minigames for example. (S 45)

This present study aims to explore EFL students' perceptions as well as attitudes toward synchronous learning through Zoom Videoconferencing. Concerning the perceptions of Zoom videoconferencing as a synchronous online platform in the Reading course, the students provided positive perceptions regarding actual use and perceived ease of use. They reported that assignments and discussions on Zoom videoconferencing helped them to cooperate with peers and improve their communication in English. These results are supported by empirical studies. Zoom offers ease of use, cost-effectiveness, convenience, and interactivity. It is a collaborative, cloud-based videoconferencing system with features such as real-time online meetings ([Archibald et al., 2019](#)). Furthermore, Zoom offers numerous multimodal communication options in online settings, such as group and one-on-one chat, raising hands, and screen-share options. Zoom also has audio-only (no camera) meetings, a whiteboard, annotation tools, file sharing, and meeting recordings ([Bailey et al., 2022](#)).

The finding also showed that Zoom videoconferencing provides several benefits in terms of actual use, perceived ease of use, and satisfaction. Positive perceptions among students are related to their habits as digital natives and adjustments in post-pandemic classroom instruction which integrate technology in the educational setting. This is in line with prior studies confirming that synchronous online learning, such as Zoom, has become increasingly popular in language learning in current years ([Cheung, 2021b](#); [Kohnke & Moorhouse, 2020](#)). These forms of synchronous online learning mediated by computer were thought to be more advantageous in assisting students to deal with the challenges of real-life communication as it is similar to face-to-face interaction ([Li, 2017](#)). Furthermore, the results demonstrate learners' motivation to participate in Zoom videoconferencing because it boosts self-confidence and facilitates live interaction. These results agree with empirical studies focusing on synchronous online learning, which has consistently revealed enormous benefits for learners in terms of psychological aspects such as anxiety reduction. ([Abra, 2021](#); [Rini et al., 2021](#); [Satar & Özdener, 2008](#)) and an increase in intrinsic motivation ([Hampel, 2003](#); [Rojabi et al., 2022](#)). More interestingly, a study reported that less-able students' speaking skills had improved, and university students were more likely to use repair strategies during voice-based synchronous sessions. These strategies include self-corrections and politely attempting to correct their colleague's speech, both of which are prevalent in real dialogue ([Yamada, 2009](#)). Zoom videoconferencing shows how young EFL learners can benefit from synchronous online learning and teaching. Using nonverbal synchronous computer-mediated communication, primary students could

respond to synchronous online classes by typing in chatrooms ([Cheung, 2021b](#)).

However, the students' positive attitudes found in this current study contradicted a study carried out by [Serhan \(2020\)](#), who confirmed that students provided negative attitudes regarding Zoom videoconferencing. They were dissatisfied with their online learning experience by exploiting Zoom during the COVID-19 pandemic. Various factors could have affected the results of this research. Instructors were underprepared for this dramatic switch, necessitating the adoption of a digital platform and the emergence of different types of activities and delivery methods. Therefore, many teachers encountered unexpected issues while leveraging the digital platform, such as internet access issues, digital literacy, and anxiety. This current study demonstrated how the learners were satisfied with the course content, they felt comfortable participating in group discussions since the faculty designed interesting tasks and well-instructions and explanations. By doing so, this fun atmosphere in the teaching and learning process could promote peer interaction and build their social community. This finding is relevant to other prior studies. Zoom provides interesting educational activities. Greetings, lectures, Q&A, and breakout room discussions are all communication-related activities ([Rahayu, 2020](#)). Sharing slides or screens with students or teachers, downloading homework, and uploading answers are material-related activities. Answering poll questions, presenting lessons on slides or the whiteboard, practicing on the whiteboard or chat box, and doing group work in breakout rooms are study-related activities ([Rahayu, 2020](#)). Individual student-teacher meetings can be recorded ([McClendon et al., 2017](#)). Zoom, like other synchronous online tools, can reduce isolation and encourage community.

It is still critical to take a closer at the challenges encountered by learners in synchronous sessions, particularly in Zoom meetings. This current study found that internet connection during Zoom meetings becomes a major obstacle. In addition, struggling with internet connectivity also impacts students' anxiety. Similar to some discussions in prior studies. [Mamtani et al. \(2021\)](#) highlight that several technical and connectivity issues impact learner anxiety. [Oktaviani \(2021\)](#) reported that the Zoom application is sometimes unable to support online lectures due to an unstable network, so its access is automatically disconnected. Insufficient storage capacity on mobile phones to install Zoom, poor internet connectivity due to the student's home's remote area, and undesirable weather are supplemental barriers. Furthermore, during the four meetings of the course, there was an Internet disconnection during one of the twenty-four sessions, affecting the connectivity of a

few students. This meeting was rescheduled for the following day, thereby resolving the issue ([Guiter et al., 2021](#)).

CONCLUSION

This paper represents the voice of the learners' perception regarding online courses through Zoom Videoconferencing in terms of actual use, perceived ease of use, motivation, behavioral intention, and satisfaction. This study also portrays the learners' attitudes as well as their experiences through Zoom videoconferencing, particularly in reading class. The significance of this study is that it highlights the success of video conferencing in an online course using Zoom in a foreign language course. Synchronous videoconferencing can create an accessible, flexible, and effective classroom environment, facilitate an engaging online learning environment, and increase interactive and communicative interaction between teachers and students. By doing so, faculty members can create virtual courses utilizing Zoom videoconferencing for live interaction and an engaging classroom environment

However, this current study does indeed have limitations: it only looked at one public university in Jember, Indonesia, specifically in Reading courses. As a result, it is advised that these findings be replicated at other institutions in different countries, with different levels of users, such as high school learners. Second, this current investigation is limited to obtaining learner perspectives using observations, questionnaires, as well as semi-structured interviews. Thus, it is suggested for future research provide a diverse collection of data, such as by including written reflection as qualitative data. Furthermore, taking a deeper look into the significance of student interaction, engagement, and satisfaction is critical, it helps readers to know the impact of Zoom videoconferencing for an engaging language learning synchronous meeting. In addition, further studies need to have closer look at the effectiveness of Zoom Videoconferencing in language learning synchronous mode, they need to explore how effective Zoom sessions are and how they can boost learners' participation and reading skills.

ACKNOWLEDGEMENTS

The authors would like to thank all of the reviewers who provided us with valuable suggestions, as well as all of the participants who voluntarily participated in this research. This research was funded by LP2M Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember in 2022.

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

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Students' essay writing anxiety: A narrative study of Indonesian tertiary EFL learners

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Recent years, numerous studies across the world have examined EFL learners' writing anxiety through their writing test. Yet, there is limited study on investigating learners' anxiety in essay writing, particularly contextualized in Indonesia. Viewed from the lens of narrative study, this article explores the lived-experience of the university students' essay writing anxiety situated in a private university in the eastern Java, Indonesia. Two students enrolled in "Critical Essay Writing" Course (KBI112) volunteered to be involved in the study. Grounded in the thematic analysis (Braun & Clarke, 2006) as an analytic lens, findings indicate that the major factors significantly contribute to learners' essay writing anxiety include: low level writing skill and confidence; learners' self-efficacy; self-esteem; lack of grammatical knowledge; gender; instructor's negative feedback; and writing motivation level. Empirical data also reveals that the students with higher writing anxiety level tend to produce low quality writing products and vice versa. This empirical evidence suggests that both teachers and students are highly required to intensify their efforts to create positive learning environment that can make the students to manage their feelings so that they can produce the better quality of essay writing products. This article also discusses pedagogical implications for classrooms and further research, limitations and recommendations.

Keywords: EFL learners' essay writing anxiety, Narrative inquiry, Tertiary-level education.

INTRODUCTION

Writing anxiety can be termed as manifestation of learners' dispositional attitudes (Riffe & Stacks, 1992), negative feelings, beliefs, or behaviors that disturb learners to complete some parts of their writing process (McLeod, 1987; Wynne et al., 2014). It is not only experienced by those who have poor writing skills but also those who are capable to write (McLeod, 1987). For some scholars, age, gender, learners' writing ability (McLeod, 1987), writing strategies (Salovey, 1990), and linguistic insecurity (Holland, 2014) are the dominant factors contributing to shaping these negative feelings. Similarly, a recent study (Lubis & Rahmawati, 2019) also claimed that such situation can reduce writing productivity and hinder learners' potential to achieve a successful English writing performance. For some scholars, writing anxiety has a negative relationship with learners' writing performance and competency (Daly & Miller, 1975; Faigley et al., 1981). For those who have the greater anxious feeling, they tend to produce lower-quality writing text (Zabihi et al., 2018) which might lead the students to avoid writing practice and feedback as anxiety can prevent them to develop their academic competences (Teichman & Poris, 1989).

In English as a foreign language (henceforth EFL) domain, writing anxiety has become an attractive issue for many researchers around the world such as in Egypt (Latif, 2012; Waer, 2021), Iran (Zabihi, 2018), Iraq (Sabti et al., 2019), KSA (Alfarwan, 2022), Taiwan (Y. Cheng, 2002), China (Lew & Y. Tang, 2017), Turkey (Arici & Kaldirim, 2015; Yaman, 2010), and the USA (Harris & Grandgenett, 1992; Huerta et al., 2017; Jones, 2008; Sanders-reio et al., 2014).

OPEN ACCESS

ISSN 2503 3492 (online)

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Received: 26th March 2023

Accepted: 26th March 2023

Published: 14 th April 2023

Citation:

Faismaul Ro'ufiyati, D., & Mahbub, M. A. (2023). Students' essay writing anxiety: A narrative study of Indonesian tertiary EFL learners.

J. Eng. Educ. Society. 8:1.
10.21070/jees.v8i1.1717

They reported empirical data with respect to the key factors, either originated from affective or cognitive domain (Tomlinson, 1981), causing learners' writing anxiety as well as highlighting its negative impact on learners' writing has been well documented as well.

More specifically, those literary works have also reported several major factors causing anxiety among learners during their essay writing processes. Those factors include learners' low level of self-efficacy (Huerta et al., 2017; Sabti, 2019; Sanders-reio et al., 2014; Wilson & Roscoe, 2019; Zabihi, 2018), learners' self-esteem (Arnold, 1999; Hassan, 2001; Stephens et al., 2021; Wynne et al., 2014), self-beliefs (Jones, 2008), learners' negative self-perception (Y. Cheng, 2002), writing motivation (Hidi & Boscolo, 2007; Saghafi et al., 2017; Waer, 2021), lack of a linguistic skill (Latif, 2012), and writing strategic ability (Alfarwan, 2022). Meanwhile, some previous studies claimed that vocabulary mastery (Latif, 2012), low of reading interest (Huang, 2015), afraid of taking risks, introvert identity, negative classroom atmosphere, and passive interaction (Arnold, 1999) have been considered as the contributing factors in causing learners' writing anxiety.

As mentioned earlier, although learners' writing anxiety has been widely researched in various contexts, there is still limited empirical evidence on investigating learners' writing anxiety particularly carried out in essay writing course contextualized in Indonesian EFL tertiary-level education. To fill this void, this study aimed to explore learners' writing anxiety during essay writing process. Hence, this present study will practically contribute to provide valuable information for EFL teachers about their students' feelings regarding their anxiety in essay writing course that can lead them to anticipate and mitigate all possible hindrances the students encountered. This study was addressed to answer this following question, "What kind of negative feelings that students tend to have during their writing process?"

METHOD

Design

Grounded on constructivism/interpretivism (Creswell, 2014; Schwandt, 2007) research paradigm, this qualitative-narrative research (Connelly & Clandinin, 1990; Kim, 2016; Polkinghorne, 1995) aimed to explore the students' anxiety in writing essay contextualized at a private university in the eastern of Java, Indonesia. The consideration of using this research design is that a narrative inquiry characterized and focused on the phenomena of participants' experience and provided a comprehensive understanding (Connelly & Clandinin, 1990). In this study, this method could help us to explore the unique thoughts of the participants' stories about their essay writing anxiety through systematic exploration as well as explicating the meaning of their experiences to the others.

In addition, this method allowed the narrative inquirers to generate new distinctive and unique knowledge from the individuals as the participants (James, 2018) and organize their life stories in sequential order to provide a clear data presentation (Creswell, 2013).

Research Context and Participants

We employed purposive sampling technique (Ivankova et al., 2006; Jupp, 2006) to recruit the participants in the study since we have particular predefined objects we want to seek. In other words, we selected the participants based on the particular criteria suited to the research issues. More specifically, since the aim of the study is to explore undergraduate EFL learners' writing anxiety during essay writing process, the potential participants in this study need to be undergraduate EFL learners which have or are currently undertaking essay writing course. Additionally, to portray the rich opinions of the participants, they need to have many experiences in essay writing by performing exceptionally well in essay writing course.

For the participants' recruitment processes, we adopted the ethical procedures of qualitative research by Hammersley and Traianou (2012). At the initial stage, we convened the meeting with every potential participant. We sent out the invitation via emails and phone calls. Several targeted participants declined the invitation for various reasons. In the meeting, we explained the nature of our research, detailed an informed consent form sheets consisted of the aim of the study and the conditions of the participants' involvement in advance, and, then, distributed those sheets to them. We also asked them to sign off the consent form as the legal document indicating their involvement voluntarily in the study. Further, we explained that we protected the participants' privacy by maintaining the participants' confidentiality for the publication processes as well as explaining that they deserved the right to withdraw from the study at any time.

After gaining the participants' trust, there were two EFL undergraduate students majored in English education department at a private university in the eastern of Java, Indonesia, agreed to sign the consent form sheets. They enrolled in "Critical Essay Writing" Course (KBI112) After signing the forms, we then discussed the schedule to conduct a series interviews. The participants' demographic profiling data showed that this study involved a total one male and one female undergraduate student with the range of age was 20-23 years old. To protect the participants' privacy, this current study adopted the ethical research of confidentiality while gathering, investigating, and presenting the data by assigning pseudonym, as suggested by a recent study (Allen, 2017). Thus, to protect anonymity, we named them Indah and Ahmad.

Data Collection

To find out the answer of the research question, all empirical data were collected through a series of semi-structured interviews (Barkhuizen et al., 2014).

The interviews were designed to unravel or elicit more information about the participants' negative feelings during essay writing process so that we could generate insights about such issue. We decided to choose semi-structured interviews in consideration of the different learning experiences the participants have. All the interviews were conducted in the participants' native language, Bahasa Indonesia via WhatsApp call to optimize the data collection timings. Each individual interview lasted 50 – 60 minutes in a relaxed and conversational way. To obtain the validity and credibility of the data, we conducted the interview several times with the participants. The results of the interview were audiotaped with their consents and transcribed verbatim. The interview consisted of 5 items, mostly adopted from Holland (2014) concerning these following questions: (1) have you encountered any special situations related to your writing?; (2) do you remember having any negative writing experiences?; (3) what kind of anxiety feelings that you had during your writing?; (4) have you ever been criticized about essays you wrote?; and (5) how does writing motivation affect your anxiety level during writing process?.

Data Analysis

The data collected from the interviews were analyzed using thematic analysis (Braun & Clarke, 2006). They conceptually defined thematic analysis as the process of "identifying, analyzing, and reporting patterns (themes) within data". More specifically, the analysis embraced these following procedures: (1) familiarization with the data, (2) generating initial codes, (3) searching for themes among codes, (4) reviewing themes, (5) defining and naming themes, and (6) producing the report.

Trustworthiness

To enhance the trustworthiness and credibility of our study, we performed member checking or participant validation (Lincoln & Guba, 1985) and peer debriefing technique, as proposed by an earlier study (Janesick, 2015). This technique is highly essential to maintain the high quality of qualitative research in terms of validating the argument of the researchers' findings. In doing so, in assessing the trustworthiness of our qualitative data analysis results, we returned the interview transcripts to the all participants so that they could verify the absence details and discussions that possibly emerged in our interview transcripts and data interpretations. Meanwhile, in employing this peer debriefing technique, we chose one colleague specialized in ELT who was uninvolved in the study to review, verify and assess the interview transcripts. We also asked him to check the missing points, criticize and provide feedback regarding the findings of our research project.

RESULTS AND DISCUSSION

The Results of Semi-Structured Interviews

This current study was designed to extract the two Indonesian EFL learners' essay writing anxiety in tertiary-level education. On the basis of our research question, the findings reported in the following section focus several areas of exploring the participants' essay writing anxiety. The analysis of the interviews with Indah and Ahmad revealed that during essay writing, they experienced several negative feelings during the essay writing processes. More specifically, the negative feelings they experienced were in light of the difficulties they encountered when writing essay that could arise their anxiety level during essay writing processes.

Moreover, Indah explicated how she described the situations when composing her essay by mentioning that she frequently felt so pessimistic about her essay or having low self-confident level due to the poor vocabulary mastery skills. This factor was considered as the common negative experiences that frequently tended to prevent her to complete her essay writing tasks. When describing about the particular situations related to her essay writing processes, she said "...I often feel unconfident about my (essay) writing. ... so difficult to choose the appropriate vocabularies for my essay writing" Contrary to the interview with Indah, Ahmad pointed out that vocabulary mastery and diction did not become the challenging aspects in his essay writing processes. He then explained that he could confidently write his essay. Ahmad propounded that: "...Vocabulary and word choices are actually not a big deal for me. I am pretty confidence about my (vocabulary mastery) skill" (Interview with Ahmad, via WhatsApp, 23 August 2022).

Yet, interestingly, both Indah and Ahmad frequently encountered difficulties in developing their ideas and wrote irrelevant paragraph in their essay leading them to produce low quality essay writing. They gave their opinions of this issue, saying:

"...For me, (it is) so stressful. ...so hard (for me) to write in a coherent way" (Interview with Indah, via WhatsApp, 20 August 2022).

"...I had trouble in connecting ideas among sentences (when composing my essay-writing) like being stuck of my own ideas.... I know what I want (to write), but I do not know how and where I should start. ... I always write jumping and irrelevant ideas that make it (essay writing) bad" (Interview with Ahmad, via WhatsApp, 23 August 2022).

When talking about the negative experience they felt, Indah and Ahmad mentioned that they tended to experience a feeling of fear during their essay writing. Those negative feelings include afraid of performing incorrect grammatical structure, lack of self-esteem and self-efficacy, writing skill insecurity, afraid of cannot completing the task, afraid of producing error in writing, and afraid of having negative feedback from the teachers.

It also reported that some of those negative feelings are closely interrelated to each other such as students' poor grammatical knowledge and writing skill negatively decreased their self-esteem and significantly increased their writing skill insecurity during writing process. These findings clearly showcased that learners' cognitive domain has a greater impact in building learners' essay writing anxiety as it can control their affective domain. They expressed,

"... I am worried about my grammar.... I always [feel] insecure of my writing because I feel like my [writing] skill is still poor, making me afraid to submit or even just consult it [to the teacher]" (Interview with Indah, via WhatsApp, 20 August 2022).

".... (I am) afraid of not completing my writing (on time) ... (This situation) rushes me in completing my (essay writing) tasks and making me produce unsatisfied result of my writing performances [It is] so hard for me (to complete) all writing tasks if I am not in a good mood. ... Sometimes the instruction (from the teacher) is unclear" (Interview with Ahmad, via WhatsApp, 23 August 2022).

Further, the interview with Indah and Ahmad also reflected the facts that during essay writing tasks, they frequently had negative feedback from their instructors rather than the positive inputs. The negative feedback could be in the areas of incorrect grammatical structure, irrelevant and incoherent paragraph, as well as unspecific essay writing topic. These issues clearly led them to experience psychological trauma because of having negative criticism from the teacher. Specifically, Ahmad confessed that the teacher frequently delivered the feedback inconsistently and only criticized students' errors writing without providing a further assistance during revision processes. More, he also described that the instructor tended to deliver the negative feedback in ambiguous and inconsistent ways making him so difficult to understand. They underscored these points:

"...I received it (negative feedback) many times.... like incorrect grammar, jumping and irrelevant ideas. ...It scares me more.... makes me overthink of my (performing) mistakes ... then have bad criticism (from the teacher) over and over again" (Interview with Indah, via WhatsApp, 20 August 2022).

".... It (negative feedback) was about my topic is too general and my jumping ideas. They [the instructors] only blame for that (mistakes)... without giving any revision or explanation.... Sometimes, the (negative) feedback is very different (from the previous feedback)... makes me so confused" (Interview with Ahmad, via WhatsApp, 23 August 2022).

Moreover, learners' emotional feelings, interest, and writing motivation, which included in affective domain, also appeared as serious factors in increasing the learners' essay writing anxiety feelings. The thematic analysis revealed that participants' positive mood can naturally boost their writing interest and motivation. On the other hand, they tended to have a greater anxiety feeling during essay writing processes when they experienced negative emotions. In other words, the higher positive level of students' writing motivation, interest, and emotional led to the lower anxiety feelings during essay writing processes.

Indah and Ahmed further

stated this point:

"... When I am in a good vibe and my motivation (level) is high, I can easily doing my (essay writing) task without any distraction. All those (negative) feelings suddenly go away" (Interview with Indah, via WhatsApp, 20 August 2022).

"... Bad mood can make me nervous (to write).... My low [writing] motivation also difficult me to finish my (essay writing) project" (Interview with Ahmad, via WhatsApp, 23 August 2022).

Discussion

The study is set out to explore the two EFL undergraduate students' writing anxiety situated in Critical Essay Writing course at an Indonesian private university in the eastern of Java, Indonesia. In responding to this aim, we employed thematic analysis (Braun & Clarke, 2006) to analyze the verbal data resulted from a series of interviews. According to the aforementioned findings, the current research finds that Indah had difficulty in terms of choosing the right lexical units which could hinder her to complete her writing. This finding was congruent with the earlier studies (Bani Younes & Salamh Albalawi, 2015; Derakhshan & Karimian Shirejini, 2020; Kellogg & Whiteford, 2009) which generally agreed that learners' difficulty in organizing choice of lexicon, as one of the most commonly found difficulty among EFL learners, can become a daunting challenge during the writing process.

Additionally, both Indah and Ahmad frequently experienced stressful times during their essay writing processes due to the difficulties in presenting their own ideas in a coherent way. The sentences they wrote did not offer signals that did not show connectedness or relationship between sentences. This finding is congruent with an earlier finding (Hidi & Boscolo, 2007) claiming that the students tended to experience many obstacles during their writing, particularly in connecting two paragraphs in a coherent way, outlining the aspects of the topic clearly, and avoiding inconsistencies. This condition unquestionably leads them to have an assumption that writing is a "dangerous and unattractive" task. Such situation can significantly affect to their writing products possibly containing serious errors in light of mechanics, incoherent ideas, and choosing appropriate dictions. In this vein, an earlier study by Rennie and Brewer (1987) argued that the students who experienced those kinds of obstacles can be called as a "the blockers". They also emphasized that those blocked writers connected their writing difficulties with their poor controlling skill and time management.

Furthermore, some scholars contended that those difficulties concerning arranging coherent ideas, outlining various aspects of problems, and avoiding inconsistencies are theoretically categorized as the obstacles in cognitive domain (Saghafi et al., 2017). For them, they emphasized that those difficulties are basically originated from the lack of their reasoning ability and background knowledge that can hugely influence on increasing their anxiety level.

In short, high-anxiety writers significantly perform low level of grammatical knowledge, language ability, vocabulary mastery, and linguistic skills (Jebreil et al., 2015) that lead them to produce lower quality writing compositions.

In addition, the results of this study found that the impact of Indah's and Ahmad's fears toward teacher's negative feedback on their writing motivation, self-esteem, and writing anxiety was in line with the findings of previous study (Sabti et al., 2019; Saghafi et al., 2017). Specifically, Saghafi et al., (2017) reported that due to the constant worry about their instructors' judgment on their writing essay performance, learners' tend to experience a degression of self-esteem and writing motivation level which lead them to belief that writing is an unattractive task. In the same vein, Sabti et al., (2019) found that learners' fear toward negative evaluation can significantly depress their self-esteem and heighten their anxiety. Thus, learners' fears of teacher's negative feedback, the lack of self-esteem, low writing motivation, and their negative beliefs about writing as an unattractive task can be included in affective domain that significantly affecting learners' writing anxiety level.

As noted, teachers' negative feedback can be considered as one of contributing factors to arouse the learners' anxiety feeling in essay writing process. The data resulted from interview showcased that the content of negative feedback from teachers frequently tended to be ambiguous and inconsistent leading him to be so difficult to respond the feedback provision from teachers. There are a number of determining factors contributing to such condition occurred such as the difference of proficiency level, understanding, and expectations between the instructor and the students about the writing assignment, as also pointed out by Lea and Street (1998). In fact, the data from the other participant revealed that she felt so afraid of making mistakes in her writing project leading them to avoid to submit their writing projects to the teacher and launched the so-called "self-fulfilling prophecy", as also reported by an earlier study (Atkinson, 2012, p. 1). Those afraid feelings of performing error writing appeared as they tended to worry of being criticized by the instructor as mentioned by the earlier study (Latif, 2012). More specifically, he reported that their afraid of having negative feedback arose from the instructor's overuse feedback that tended to focus only on students' error writing without concerning on students' academic and psychological needs.

Indeed, the notion of corrective feedback has been considered as an essential mean to respond to the learners' linguistic errors. Theoretically, the nature of feedback provision must not only contain correcting learners' linguistic errors but also provide the corrective inputs focusing on particular grammatical errors areas. For some prominent scholars, several aspects must be included in the feedback provision such as motivational values (Sabti et al., 2019), adequate feedback method (e.g. written, oral, or electronic feedback) (Latif, 2012), as well as supervision during writing and revision processes (Choi, 2013; Sabti et al., 2019).

Although many researchers argued that feedback is not necessary to be implemented during learners' writing processes (Cohen & Cavalcanti, 2017; Reynolds & Kao, 2019; Zamel, 1985), yet the recent study reported that feedback can significantly increase learners' writing performance (Reynolds et al., 2021; Wilson & Roscoe, 2019). Viewed from different angles, the failure of acquiring the positive inputs from the instructor also significantly decreases the learners' self-efficacy during essay writing process, as also reported by an earlier study (Jones, 2008). Moreover, the students with low level self-efficacy can seriously diminish their writing motivation and achievement (Hidi & Boscolo, 2007; Pajares, 2003) that can have significant impacts on their performances (Raofi & Maroofi, 2017).

As mentioned earlier, students' writing motivation has a vital role in building learners' essay writing anxiety. The earlier study (Saghafi et al., 2017) reported that learners' writing motivation level, expectations, attitudes, and interest can significantly affect their writing anxiety. More recently, Sabti (et al., 2019) claimed that there was a negative correlation between learners' writing motivation and writing anxiety. Learners with low level of writing motivation may experience higher level of writing anxiety and undermine their writing performance and achievement during essay writing processes. However, Sabti (et al., 2019) also argued that learners' writing motivation was positively correlated with their self-efficacy. This statement was congruent with a study by Pajares (2003) indicating that learners with high level of self-efficacy tend to have greater level of writing motivation. To take this matter further, Sabti (et al., 2019) also reported that such situation significantly affects learners' writing performance. Still from the same reference, he also argued that learners with higher writing anxiety level performed poorer writing performance. Yet, those who have higher self-efficacy and writing motivation level, produced better quality of writing performance (Megawati, 2016; Zajacova et al., 2005).

Lastly, based on our overall analysis, there is a different of writing anxiety level between different gender. In this case, Indah was indicated to have higher level of writing anxiety than Ahmad. The data showed that gender significantly affect learners' writing anxiety level as supported by the results of the earlier studies (Y.-S. Cheng, 2002; Huerta et al., 2017) claiming that female students tended to experience higher level of anxiety feeling than males.

CONCLUSION

This qualitative-narrative study aimed to explore undergraduate EFL students' essay writing anxiety situated in a private university in the eastern of Java, Indonesia. For all data-gathering process, this current study employed a series of semi-structured interviews which were then analyzed by using thematic analysis (Braun & Clarke, 2006) theory. After peer debriefing process (Janesick, 2015), the findings of this study revealed that learners' low level of writing skill, confidence, self-efficacy, self-esteem, and grammatical knowledge, gender, instructor's negative

feedback, and writing motivation appeared as the major factors contributing to shape their anxiety feelings during essay writing processes. It can be inferred that learners' writing anxiety was significantly affected by both internal and external factors (Lubis & Rahmawati, 2019). The findings also reported that those negative feelings were significantly affect learners' writing performance and achievement. Learners with higher level of anxiety tend to produce lower writing performance and vice versa.

The current research findings also indicated that writing anxiety negatively affects learners' writing performance and achievement. Learners tended to produce poor quality writing performance and achievement when they experienced high level of writing anxiety during their writing processes. Therefore, to overcome these issues, the instructors should be able to provide an intensive guidance and adequate feedback method for the students during their essay writing and revision processes. More, not only the teachers, but students also have to be more aware in reducing their writing anxiety themselves by managing their emotional feelings (mood, self-efficacy, self-esteem, self-confidence, interest, and motivation) in a stable way, so that they can complete their essay writing task easily and produce a better quality of writing performance. Therefore, teachers need to facilitate the students' need by creating a positive atmosphere and classroom activities during essay writing processes such as providing a complete writing assistance, resolving learners' writing difficulties, and giving motivational feedback.

As in all research, some research limitations probably exist in the current study. First, the participants involved in this study were still extremely limited (n = 2, 1 male and 1 female). Therefore, it is highly recommended for the future study to conduct a study with larger-scale participants. Second, the data in this study were only contextualized in the Eastern of Java, Indonesia, which did not widely cover larger geographical areas. Future researchers could then investigate a study in exploring learners' essay writing anxiety in various geographical.

ACKNOWLEDGMENT

The authors gratefully acknowledge the constructive critics and insightful comments offered by the anonymous reviewers. Last but not least, we thank all our participants who made this study possible.

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

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The boosting academic literacy for young learners' reading comprehension and character building

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Reading habit is important to be introduced to young learners. Through academic literacy, students not only comprehend social and science texts but also enhance their character. To realize the literacy program in these lessons, a team-game tournament is used that consists of a presentation, group discussion, reading tournament, and the award. The study uses a qualitative research method that applies a semi-structured observation guide and interviews sixth-grade students in one primary school in Indonesia. The observation indicates teaching techniques for improving reading comprehension, and the interview shows the impacts of academic literacy in the team-game tournament (TGT) on students' knowledge. The findings show that academic literacy improves understanding of social and science texts, and moral values. This is an integrated skill because students get academic knowledge and character building. Students know how to comprehend passages related to social and science, as well as how to communicate the information through presentation skills. Academic literacy is proven to be an effective strategy to improve understanding and fluency in written and spoken forms. The study recommends that team-game tournament provides practices not only in reading but also in writing and speaking skills. Team-game tournament is an interesting learning method to have fun activity in the modern era of English teaching for young learners.

Keywords: academic literacy, reading comprehension, character building, team-game tournament.

OPEN ACCESS

ISSN 2503 3492 (online)

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Received: 24 th March 2023

Accepted: 24 th March 2023

Published: 14 th April 2023

Citation:

Setiyo wahyuni, elli, & Wahyuni, S. (2023). The The boosting academic literacy for young learners' reading comprehension and character building.

J. Eng. Educ. Society. 8:1.

10.21070/jees.v8i1.1698.

INTRODUCTION

One of the abilities that students must acquire in English learning is reading skill. Understanding text is a crucial component of learning achievement ([Ortiz et al., 2021](#)). It has always been a priority because students can learn through story book which has interesting plot and values ([Minns, 2020](#)). In line with this, knowing how to comprehend the meaning of the text is incomplete without understanding moral values ([Garces-Bacsal, 2022](#)). Educating young learners about character building is very important because they are in the developing phase in terms of behavior ([Shoshani, 2019](#)). For this reason, they should be taught not only knowledge but also character development as a way to support academic achievement ([Burnett et al., 2020](#)). Engaging in character building in the curriculum of learning is important because they will know how to behave in social life and family based on moral principles.

The capability to read comprehensively and to behave in good character is the important output for young learners that will be proven for each capacity and should be taught proportionally. Some studies show the relation between reading skill and character building.

Reading is regarded as an exciting method for fostering ideals, personality, and ability in both individuals and teams (Alatalo & Westlund, 2021). Reading exercise provides interactive communication between the students that shows ideas, emotions, appropriateness, and adaptation (Suganda et al., 2020; Mulatu & Regassa, 2022). For all of that, the reading ability can be improved by using many types of treatment in teaching and learning (D'Andrea et al., 2021).

One of them is suggested in this study which is the use of academic literacy for young learners. This literacy type is used to improve the ability to read comprehensively and to behave properly. In the Indonesian context, students are encouraged to be polite to their parents, teachers, and friends. This local culture is represented in their communication or interaction that has moral principles (Zuchdi & Nurhadi, 2019). This culture is really common for Indonesian students. For all of that, reading comprehension and character building should be taught to young learners. In this case, there is an integration between character values and English teaching material (Jalaluddin & Jazadi, 2020).

The study uses academic literacy to improve reading and character building. Meaning of academic literacy refers to the capability to understand the knowledge given and apply it in practical learning activities (Kumpulainen et al., 2020; Taylor et al., 2021). Therefore, students are encouraged to read as the major purpose of academic literacy (Hackett et al., 2020). Young learners are given reading practice that relates to social and science subjects so that the learning activity is integrated. Students are divided into groups and read the materials related to social and scientific knowledge. To enhance reading motivation, a team-game tournament is applied to encourage them to read and have reading habits (Juwita et al., 2017). The use of a team-game tournament (TGT) will stimulate students to consider reading as an interesting activity because it is formed in a fun learning program. One of the simple-to-use cooperative learning approaches is TGT which involves all students in a variety of activities, such as presenting, learning with a group, conducting the game, and giving awards (Harianto et al., 2020).

A study has proven that TGT is effective in involving students in two-way communication between teacher-students, and student-student. In line with this, TGT improves the students' ability in learning English. Furthermore, TGT can enhance the students' understanding of reading text (Nurchasanah, 2020). For this reason, academic literacy will apply fun learning activities by using TGT strategy to encourage students to read social and science studies with high motivation to develop reading comprehension and character building (Caingcoy, 2021). Through the understanding of moral values in each lesson, students will know how to behave properly for students and the school's benefit. A previous study has revealed that TGT helps students to achieve academic performance. So, literacy programs should be integrated with a specific technique to have a beneficial output for young learners.

Reading material in the team-game tournament can be applied by choosing the appropriate topic that relates to social and science studies so that the learning system is integrated between the lesson and the skill (Saefuddin et al., 2019; Henry & Solari, 2022). Whereas, character building is provided with questions and practices which are explained and guided by the teachers (Gani, 2019). Team-game tournament is included in each competency so that learning reading and character building will be interesting for young learners (Wardani et al., 2019).

In this phase, students are involved in all of the activities to participate in social and science reading texts, as well as in the practical activity by conducting a tournament. Fun learning in reading material should be given to motivate students to get an interest in reading social and science subjects. The activity consists of a presentation, a group discussion, a reading tournament, and a reward. Presentation is conducted through teacher demonstration of certain topic on social or science material, then students learn and get more information from the reading text. This strategy will ease the students' understanding of the topic discussed. Thus, they are provided with background knowledge through the teacher's presentation. Furthermore, group discussion works on reading tasks to find moral values and social and scientific knowledge. Students can learn theory and new knowledge, as well as find moral values for their character building. In this case, the teacher should prepare a worksheet that trains knowledge, opinion, critical thinking, and motivation.

Team-game tournament provides a fun learning that students do role-playing for competition in reading material. Role-playing contains reading aloud, guessing the meaning, and writing moral values. These aspects require much time to read the passage, understand it, and produce ideas in the discussion. Team-game tournament allows students to work in a group and compete in terms of knowledge and positive values (Amalia, 2019). For this reason, a team-game tournament will give an impact on the development of social and scientific understanding, as well as good personality. The previous study has proven that character building should be embedded in each process of learning to reach the expected output of both morality and related skills (Cheung et al., 2021). Therefore, this study aims to find out the academic literacy strategy to boost the students' reading comprehension and character building. Secondly, it also investigates the impact of academic literacy used in the reading and character-building competencies.

METHODS

This study applies a qualitative method that uses teamgame tournaments (TGT) in social and science lessons as the academic literacy. The activity of TGT consists of a presentation, group discussion, reading tournament, and

award. The students are in one of the private primary schools in Surabaya and there are thirty students in the sixth grade. The research was conducted in eight meetings that cover teaching and learning using academic literacy and data collection techniques. Furthermore, the semi-observation guide is used to know the academic literacy strategy to boost reading comprehension and character building. This observation described the teaching technique in applying TGT and how academic literacy is managed. Whereas, the interview is given to the students to find out the impact of academic literacy in improving social and science knowledge, and the student's character. The result of the interview provides specific benefits of academic literacy in terms of knowledge and character building.

because the strategy involves students' participation, and has fun learning activity for young learners so that they are not easy to get bored in reading. There are four steps in TGT, namely presentation, group discussion, reading tournament, and the award. The process will be explained using the result of semi-structured observation which describes detailed information related to the academic literacy activity, the use of TGT strategy, and character-building competence.

TABLE 1 | Academic literacy activity in the social lesson

RESULTS AND DISCUSSION

To enhance reading comprehension and character building, academic literacy is practiced more in social and science lessons. Team-game tournament is conducted

Academic literacy activity	TGT strategy	Observation notes (Teaching technique)	Observation notes (Character aspect)
1.1. Teacher explains the social topic related to Indonesian culture and diversity in terms of custom, language, clothes, and religion.	1.1. Presentation	1.1. Teachers uses picture and video to support the introduction of material 2.2. Teacher triggers knowledge by providing interactive questions and answers for students 3.3. Teacher emphasizes certain vocabularies for character-building knowledge.	1.1. Mutual tolerance between different races, and ethnicities.
2.2. Reading aloud		1.1. Teacher sets the classroom situation by playing the national anthem to create a fun and comfortable atmosphere during reading aloud. 2.2. Teacher reads the passage to show how perfectly a text should be read. 3.3. The students listen to the text read by the teacher supported by the song's background. 4.4. Students read loudly the text related to the social and culture of Indonesia 5.5. Teacher guides the understanding by asking some keywords to see how they respond and trigger critical thinking. 6.6. Teacher provides detailed explanations when students find difficulties in understanding the content. 7.7. Teacher sometimes uses bilingual language (English and Indonesian) to answer the questions so that it is clear for the students.	2.2. Respecting cultural diversity
3.3. Reading and Role-playing	2.2. Group discussion	1.1. Students read the passage from a different resource provided by the teacher to enrich their knowledge of Indonesia's social and cultural.	1.1. Respecting parents, teachers, and elders

		2.2. Teacher asks students to do role-playing in explaining the subject and moral values.	2.2. Developing the art, and culture of the nation 3.3. Knowing how to behave properly and politely
4.4. Reading and competition	3.3. Reading tournament	1.1. Teacher asks some questions related to Indonesian society and culture, and students compete to answer correctly. 2.2. Teacher asks some questions related to moral values from the reading text, and students should provide the meaningful statement for character development. 3.3. Teacher gives the different reading texts related to Indonesia's social and culture 4.4. Teacher asks questions related to the text and moral values that they have learned. 5.5. Students compete in groups to answer the questions correctly.	1.1. Respecting parents, teachers, and elders. 2.2. Developing the art, and culture of the nation
5.5. Providing award and summary	4.4. The award	1.1. Teacher provides the award to the group who completes all the reading practices and questions. 2.2. Teacher also gives an award to the group who has answered correctly in the competition. 3.3. Teacher gives a summary by saying moral value statements.	1.1. Upholding the noble values of the nation

[Table 1](#) indicates the application of academic literacy for sixth-grade students in primary school which is fun and interesting for young learners because they are not forced to do the common reading practice. Students are provided with specific literacy movements at school, such as reading passages related to Indonesian culture and diversity from different resources to enhance knowledge. Presentation in TGT consists of an introduction from the teacher, reading aloud, interactive discussion, vocabulary reinforcement, classroom setting, and teacher's guidance. In this phase, the teacher leads the reading activity, and students are asked to be involved through several programs, such as answering questions related to social knowledge and moral values. Because this is a tournament, the discussion is set like a competition to encourage students to finish the reading task and make moral values implications from the text. Furthermore, the class setting and preparation by using songs and reading worksheets help the teacher in realizing an academic literacy atmosphere among students.

Group discussion and reading tournaments are challenging for students because they can use general knowledge from different texts, and discuss opinions about the material and moral values. Here, they use critical thinking, experiences, and background knowledge to produce findings that are relevant to compete in the tournament for the winner selection. In this case, the form of academic literacy activates involvement, motivation to read, and critical thinking to find out good values in a context ([Méndez Prado et al., 2019](#)). Through academic literacy, students not only learn social topics but also know how to behave properly, such as owning tolerance among people,

respecting parents, teachers, and the elders, upholding good values to develop national language, art, custom, and culture. Academic literacy is also applied to science lesson in the form of outdoor learning so that students will directly learn from the environment, and living things surrounding them. The result of the observation of the teacher's teaching technique is as follows.

TABLE 2 | Academic literacy activity in a science lesson

Academic literacy activity	TGT strategy	Observation notes (Teaching technique)	Observation notes (Character aspect)
1.1. Teacher explains the science topic related to living things	1.1. Presentation	1.1. Teacher explains about plants in the school garden that students see directly the demonstration of plant parts and functions. 2.2. Students do repetition on vocabulary related to plant parts and functions	1.1. Respecting each other -Preserving plants and living things surrounding 2.2. Taking turn
2.2. Reading aloud		1.1. A group of students reads the text about plant parts and functions on the worksheet, and the other group listens to it. 2.2. Teacher shows the demonstration about plants to provide a detailed explanation when students find difficulties in understanding the content. 3.3. Teacher explains the moral value related to plants and living things.	
3.3. Reading and Role-playing	2.2. Group discussion	1.1. Each group reads additional material about plant parts and functions. 2.2. Each student demonstrates plant parts and functions, including the moral value that they can conclude.	1.1. Respecting each other 2.2. Preserving plants and living things surrounding
4.4. Reading and competition	3.3. Reading tournament	1.1. Students read the explanation about plant parts and functions through the video. 2.2. Teacher explains how to answer the questions for the reading tournament 3.3. Students do the tournament in the group by demonstrating the task using living things' surroundings.	1.1. Bravery and leadership. 2.2. Cooperative learners
5.5. Providing award	4.4. The award	1.1. Teacher evaluates the result of the demonstration. 2.2. Teacher provides the award for the group who demonstrates the task well.	1.1. Honesty and cooperative learners

[Table 2](#) explains the result of the semi-structured observation guide in science class. It shows that academic literacy is applied through outdoor activity in the team-game tournament. The teacher does not only demonstrate the material but also encourage students to read. The use of living things' surroundings helps students to understand the subject. Students also do a demonstration about plant parts and functions in a tournament. Each group takes the participants to show their understanding of the text through a demonstration about living things and the moral values they can get from the reading activity. These actions will enhance the reading comprehension of the subject and character development. In this part, students learn about respecting each other, preserving living things, cooperating in a group, and having bravery and leadership. It can be summarized that students are involved in this team-game tournament because they learn independently without neglecting the guidance from the teacher, and the reading material.

Both lessons indicate TGT strategy is effective to be conducted to emphasize academic literacy through various reading texts, and fun learning. The presentation has revealed that the teacher guides with the explanation, introduction, and vocabulary mastery to have reinforcement on the material so that students know about the topic discussed. Meanwhile, group discussion uses role-playing and literacy reinforcement to deepen comprehension and get moral values based on the context of the reading text. Reading tournament contains applicative learning in both social and science classes that students should complete the specific tasks to compete with groups so that the award can be given to the achievement group. This tournament is not for having competitors among students, but the purpose is to manage fun and interesting learning for young learners. It is aimed at enhancing students' reading comprehension through academic literacy in social and scientific knowledge.

Various activities in team-game tournaments introduce moral values embedded in the material. Thus, students will compete to provide not only knowledge but also moral values for their character building.

Above all, it answers the research question that the use of TGT in academic literacy, such as presentation, group discussion, reading tournaments, and the award can be used to provide various fun learning in reading material and character building. The creativity in the strategy is promoted such as the use of reading aloud, classroom setting to create a fun learning atmosphere, outdoor activity, the use of video, pictures, role-playing, and vocabulary reinforcement. It is implied that team-game tournaments should be integrated with specific teaching techniques. Students should not only do game and neglect the core of learning. Therefore, it is recommended to relate team-game tournaments with the objective of learning, the output from the skill, and the teaching technique.

This study also investigates the effectiveness of academic literacy used in reading and character-building competencies. The interview session describes the result of student opinions toward the use of academic literacy in social and science lessons.

Figure 1| The impact of academic literacy

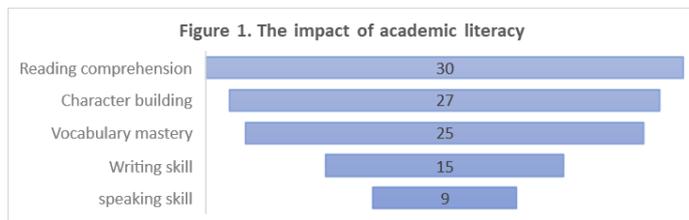


Figure 1 describes briefly the result of the interview to know the impact of academic literacy. In terms of reading comprehension, thirty students successfully comprehend the text given. Academic literacy in social and science topics helps students to master the content material because it is reinforced using many resources. It can be said that TGT strategy in academic literacy provides effective activities to encourage reading preference. In line with this, twenty-seven students have successful enhancement about the moral values which is important for their character building. The teaching technique in reading explanation presents positive norms that can affect students' performance and behavior in dealing with respect, politeness, tolerance, leadership, bravery, and cooperation. Because vocabulary reinforcement is given, twenty-five students can easily understand the reading material which adds background knowledge to complete the task in team-game tournaments.

In contrast, academic literacy has no more than fifteen students who get improvement in writing and speaking skills. This relates to the result of semi-structured observation guide which reveals writing and speaking skills are not practiced during literacy programs in social and science lessons. These skills have a little portion in the targeted competence because the output is only reading and character enhancements. In line with this, the study recommends a balanced proportion for future research in academic literacy.

It is suggested to include writing and speaking practices in the teaching technique so that students' skills are improved not only in reading but also writing and speaking.

In responding to the modern learning system, teaching techniques should be changed from student passive participation to student active involvement. Young learners prefer to be included in the learning process; therefore, academic literacy is reformed to be a fun activity. Thus, academic literacy can be added to the curriculum as one of the programs to create reading habit. Furthermore, specific competence such as reading comprehension and character building can be integrated into the lesson to the realization of the learning goal which is fulfilling knowledge requirements, character, and English skills development. The application of academic literacy in reading and character building recommends team-game tournaments as an effective strategy.

CONCLUSION

Academic literacy is needed for young learners because they grasp knowledge as much as they can to know social and scientific knowledge. If the students do not like to read, they can't achieve development goals in terms of information enrichment and behavior control. For this reason, team-game tournament is as a teaching technique to realize academic literacy for young learners. It is impossible to be applied without creative activities, such as reading aloud, presentation in video and pictures, demonstration, vocabulary reinforcement, setting the class atmosphere, outdoor activity, and role-playing. The study encourages teachers to use suitable teaching techniques according to the objective, curriculum, and specific output so that TGT can produce fun learning. In this case, academic literacy in TGT strategy is proven to boost young learners' reading comprehension and character building.

ACKNOWLEDGEMENTS

We sincerely dedicate our gratefulness to Universitas Hang Tuah, Indonesia for supporting and funding the publication of this article.

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

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Vocabulary development of EFL young learner after long peer interaction with video games

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The development of online games nowadays is not only for the purpose of entertaining but it can also be for English learning purpose since English language is commonly used as a language of instruction there in the games. Many researchers have developed online games on language use, one of which is English that focuses on vocabulary development and communicative language functions. This present study aims to find out or investigate the interactions and vocabularies learned by EFL learner while playing video games. The design of this research was a case study with a high school student. The data was taken from observation, videotaping peer interactions and depth interviews. The result indicated that he interacted not only with games but also with friends or teachers in English classrooms in gaining vocabulary (incidental vocabulary learning). The interaction occurred incidentally where they learned new vocabulary from interaction with video games and expressively used them in realistic situations. The data analysis relieved different words EFL Students learned from video games interaction as good as vocabulary gains. It included vocabulary support and learning patterns, spontaneous vocabulary interaction, and vocabulary improvement in video games interaction skill. As a result, this research found a potential theory that was implemented unconsciously in the observation of activities. This research can be used as a way for both teacher and student to optimize vocabulary development.

Keywords: Vocabulary Development, Peer Interaction, Video Game, EFL Learner

OPEN ACCESS

ISSN 2503 3492 (online)

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Received: 19th October 2022
Accepted: 21th February 2023
Published: 6th April 2023

Citation:
Asari, S. (2023). Vocabulary development of EFL young learner after long peer interaction with video games. *JEES (Journal of English Educators Society)*, 8(1).
<https://doi.org/10.21070/jees.v8i1.1708>

INTRODUCTION

Online game experiences have become popular today. It is not only to entertain but it is also believed to improve language learners' ability on their vocabulary size (Calvo-Ferrer, 2017). Unconsciously, they can also be able to understand communicative language learning function. In online games, interactions often occur between players for the needs of group games as shown in the call of duty game, where cooperation between teams is prioritized to conquer opponents. This requires players to play in a peer-to-peer manner which causes interaction. Interaction in the game results in communication between players even though they are in different languages. The games can reach participants from all over the world, so that the participants who enter are not only from one country but also from several native countries such as America and the UK. This opportunity to interact unknowingly results in new learning for English as foreign language students to learn English.

Several previous studies have conducted research on the effect of games on EFL vocabulary gains and communicative language learning function ([García-Carbonell et al., 2015](#)). The game players do the translation and acquisition process indirectly ([Chen & Yang, 2013](#)). Besides that, it turns out that it has potential in education aspect, namely scaffolding ([Salomon et al., 1989](#)). Scaffolding is widely considered to be an essential element of effective teaching, and all teachers—to a greater or lesser extent—almost certainly use various forms of instructional scaffolding in their teaching. Related to scaffolding interaction, there has been research carried out previously with children, parents and children with teachers using printed book applications ([Aram & Aviram, 2009](#); [Aram & Shapira, 2012](#)), e-books ([Neuman et al., 2020](#)), mobile applications ([Neumann, 2020](#)). However, the development of interactions does not only revolve around book applications but later uses interactions between children and online games. Studies have indicated that social interactions involved in video games can be beneficial for players. [Cole & Griffiths \(2007\)](#) noted that MMORPG's (Massive Multiplayer Online Role Playing Games) have provided many gamers the opportunity to develop lifelong friendships and partners. Other research in this area describes how gaming can lead to the development of leadership skills and to a sense of kinship and teamwork.

Nonetheless, in this study the scaffolding process occurred due to the involvement of more knowledgeable elder people or peers such as teachers, parents, peers so that the potential learning process can be well formed because it still uses supervision from both teachers and parents as a guide for learning so that children or students are able to understand book instructions and understand vocabulary in English. This interaction is also the same as the principle of Vygotsky's scaffolding theory which uses Triangular mediation ([Daniels, 2016](#)) and uses the child's (subject) mother or teacher as (mediator) and then the media as the object. This situation is different from the scaffolding interaction of children and the media which do not have a mediator in understanding games instruction. So, this study is conducted in relation to scaffolding learning theory that occurs in children's interactions when playing online games (Call of Duty) and attempt to investigate the interactions and vocabularies learned by EFL students while playing video games.

Research on EFL Vocabulary Development

The acquisition process is one of the main central developments of vocabulary in children so that when the use of vocabulary of children is well developed this will help them in communicating ([Mashburn et al., 2009](#)) and in the development of the vocabulary acquisition process in L2 children particularly those who have done peer interaction with L2 indicating difficulties in accepting new vocabulary and a lexicon, syntax, phonology, language background, exposure, word reading and word-meaning ([Erdemir & Brutt-Griffler, 2020](#); [Helman & Burns, 2008](#); [August, 2009](#)). EFL which in its vocabulary development has difficulty with language background

factors, the inability to construct sentences, and the lack of environmental vocabulary input ([Rababah et al., 2017](#)) so that to suppress these weaknesses in the development of EFL children, research is often conducted on peer interaction in L2 and L1 children ([Angelova et al., 2008](#); [Blum-Kulka & Snow, 2004](#); [Kyratzis, 2004](#); [Palermo & Mikulski, 2014](#)) emphasizing on the interaction with friends for the vocabulary development of L2 children who have entered the scaffolding theory.

However, in previous studies, only peer interaction was carried out between parents and children or children and teachers with different applications ([Aram & Shapira, 2012](#); [Kucirkova et al., 2013](#); [Neumann, 2020](#); [O'Toole & Kannass, 2018](#); [van de Pol et al., 2010](#)). So that, there is a few studies that has been conducted on how the interaction process occurs and when this EFL/L2 child interacts between himself and video game as the media.

Previous Research on Scaffolding Peer Interaction

Several studies have been conducted on peer interaction for vocabulary development for L2 who interacts with L1 employing either quantitative method or qualitative ones. [Palermo & Mikulski \(2014\)](#) observed the extent to which positive interactions with peers and the amount of exposure to English received from them during social interactions contribute to low-income Spanish-speaking children. The study emphasizes how crucial peer interaction is for preschoolers' acquisition of Spanish-speaking English vocabulary and letter-word knowledge. Another typical study was carried out by [Angelova et al. \(2008\)](#) who used qualitative design researching on peer interaction of Spanish and L1 children using an ethnographic approach to vocabulary as one of the components determined from the study. The study focused on learning-supporting methods as it examined how children mediate their own and one another's language acquisition within and across languages. Strategies are analyzed in the context of teaching/learning interactions in the Dual Language Program with attention paid to children's ongoing negotiation of the linguistic roles of beginner, expert, and dual linguist when working in mixed groups in English and Spanish classes.

[Erdemir & Brutt-Griffler \(2020\)](#) researched on vocabulary development and peer interaction in Turkish children to identify and promote children's vocabulary learning. This case study found that there is an increase in the language exposure of bilingual monolingual peers which mediates the development of the second language of early-emerging bilingual children. So, there is an additional vocabulary in the child indirectly. [Grøver et al. \(2018\)](#) sought to determine if peer-play talk and teacher-led group discussions in second language (L2) acquisition in preschool environments differed for five-year-old children with diverse first language (L1) vocabulary levels. By using a longitudinal design, this study involved 26 bilingual children who speak Turkish (L1) and Norwegian as participants. When they were five years old, they encountered a range in the volume and variety of L2 talk they were exposed to through interactions with teachers and peers. It was discovered that children who were exposed to teacher-led

and peer-play discussion with a high density of tokens at age five had more developed L2 vocabulary skills. Even after accounting for mother education, this interaction effect persisted.

[Sippel \(2019\)](#) conducted another study in a similar vein, examining the possibility that form-focused instruction (FFI) and peer corrective feedback (CF) could promote vocabulary growth during peer interaction (PI). A total of 77 participants—53 men and 24 women—were involved. 73 of the 77 participants were recognized as English native speakers. All of the participants were majoring in different topics; however, none of them were majoring in German. The test format was a productive vocabulary test followed by a receptive vocabulary test, a grammatical gender test, and a noun plural test. The design was quantitative experimental. The findings of this study paint a clear picture: PI alone was not adequate to support third-semester German learners' vocabulary growth. This was true for learners' accurate grasp of grammatical gender and plural forms as well as their productive and receptive knowledge of German nouns. The current trial also confirms other studies' conclusions that FFI is more effective than merely being exposed to language items. On both posttest measures of productive vocabulary and on one posttest measure of receptive vocabulary, the PI FFI CF group considerably outperformed the PI FFI group. These results show that vocabulary criticism from sources other than instructors can be useful.

In addition to studies about learner's interaction using game, [Hung et al. \(2015\)](#) investigate students' learning effectiveness, attitudes and interactions while playing a Wireless Crossword Game. The purpose of this research is to investigate the role of scaffolding integration with video games in EFL young learners. Data Collection was obtained by employing pre-and post-tests; observations; video recordings; questionnaire; interviews. It was found that system integration of Wireless Crossword Fan-Tan Game WiCFG in a collaborative and competitive game-based learning environment contributed more effective learning, more positive attitudes, more increased interactions, and reduced achievement gap. The design used in this study was quantitative. When the researchers used quantitative data, they only see how the initial and the final results. They do not see how the process is. Therefore, based on the above process, it shows that most peer interaction is done with L1 and L2 and saw the scaffolding interaction. Nonetheless, the vocabulary development has not determined yet although the most important basis to understand words used is vocabulary development. Therefore, this present study wants to know how vocabulary development is when children interact with video games. The research question is, then, stated 'How is EFL student vocabulary development after having long peer interaction with video games?'

METHODS

Research Design

This research aims to find the process of vocabulary development between EFL Students and Video interaction. Since it is an "intense, comprehensive description and examination of a single occurrence, phenomenon, or social unit," it qualifies as a case study ([Merriam & Sharan B., 1998](#)). In a case study, a researcher first examines a situation or an event over time using a variety of data collection techniques that draw from a variety of information sources (such as observations, field notes, videotaping, and in-depth interviews where the questions focused on aspects of acquiring or discovering new vocabulary while playing games and their meaning), and then engage in a rigorous data analysis with coding schemes and utilizing various statistical methods or using variety forms of interpretations. The present study's investigation of the video game experiences to discover how peer relationships aided in his vocabulary growth in the EFL made a qualitative single case study the most appropriate design. The participant of study was 17 years old EFL student DM (name of the subject/student) who had a long interaction learning with video games for 5 years. The weekly themes of [Erdemir & Brutt-Griffler \(2020\)](#), including getting to know one another, community, farm life, insects, rainforest ecology, and seasons, were used and modified for this study. The daily interaction routines where EFL student's interaction is observed and videotaped.

Data Collection

The data was gathered over a nine-month period (from December 2021 to August 2022) through intensive observation and videotaping of peer interactions. The subject was observed in his classroom for 72 field visits from morning to afternoon, covering (1) English teacher-directed circle time, (2) English teacher-directed table activity time, and interactions for approximately 120 minutes, with the remainder dedicated to classroom activities ([Erdemir & Brutt-Griffler 2020](#)). Each time a field visit was conducted, the child and his interactions in the classroom while studying English were carefully monitored. The language employed by DM (the subject's name) and his peers (video games), the words they made, as well as their interaction and peer talk dynamics, were the focus of observations. Around 280 hours of participant observation were completed in total over the study period. A memo repertory, which essentially contained compiled observation notes arranged in chronological order from the start to the end of the research, was created from the detailed observation notes that were taken. These notes afterwards made it possible to track the focal child's growth in terms of his L2 development and peer interaction abilities over the course of the year. Concurrent field visits for participant observation was place.

A classroom teacher was questioned on how much language students were picking up from peers. Also, the member-checking technique ([Merriam & Sharan B., 1998](#)) was used, in which the teacher was given examples from

films and field notes to use as examples to compare and contrast their interpretations. This was done to double-check the information gathered and make sure it displayed accurate information. To add another depth to the interpretations of the findings, the data from the member-checking and interview were provided. Consequently, it resulted in the accuracy of the findings.

Data Analysis

In Conducting in-depth analysis on subject vocabulary development, it required vocabulary acquisition, Data reduction, Data display and Drawing conclusion (Creswell, 2014; Miles et al., 2014) which topic is taken based on the theme (Blum-Kulka & Snow, 2004) for adults which is divided into; 1) Interaction with their English teacher in classroom 2) Interaction with Video games 3) direct interaction with teacher. A vocabulary acquisition and production database was built in order to record the new words that EFL students had learnt from peers and to allow for analyses and interpretations of those words. This was a thorough data platform that recorded the words created by subject and peer engagement with video games and was made up of transcripts of peer interaction videos and field notes.

RESULTS AND DISCUSSION

The findings showed that the interaction of EFL students incidentally occurred where they learned new vocabulary from interaction with video games and expressively used them in realistic situations. The data analysis relieved different words EFL Students learned from video games interaction as good as vocabulary gains. It included vocabulary support and learning patterns, spontaneous vocabulary interaction, and vocabulary improvement in video games interaction skill.

Vocabulary Support and Learning Patterns

Peers supplied the subject with spontaneous interactions between EFL students and video games in a variety of ways, which helped him learn and create new terms. These aids were not given to him with the goal of teaching him words. Instead, they were part of genuine encounters and were given to him on the spur of the moment in various ways by peers, supporting his acquisition and creation of new words. Peers utilized words that were not expressly taught in class by the teacher nor were part of the EFL student's basic vocabulary corpus for English. He learned a lot of new words from his friends' conversations. To promote conversation continuation and engagement in interaction episodes, several of these words were made highly conspicuous and clearly stressed. When specific words were exposed to Erdem in this way, there was a clear emphasis on some of these vocabularies, which incidentally helped him learn those words. Definitions and illustrations for each category throughout video game interactions are included in Table 1.

Peer vocabulary support made some terms more noticeable to EFL students. The supports did not consistently appear in every peer interaction episode because they happened incidentally within the real flow of the engagement and since the goal was not to teach him the language meanings in such spontaneous talks. Yet, they frequently appeared throughout the data and functioned as useful vocabulary exposures in peer interactions, contributing to the expressive language repertoire of EFL students in the classroom.

Vocabulary support and learning has four aspects based on the Eldemir framework. There are corrections, labeling activity, labeling objects and demonstrations. According to the observation and the interview note, the findings are in the following table:

TABLE 1 | Vocabulary Support and Learning

Category	Description	Example
Correction	In peer interaction the category of peer interact is correction, but since in this case video games interaction is passive object students could not get corrections directly from the video. He can listen to the audio that comes out of video games over and over.	Transcript 3 - activity type interaction with video games 1st Find [1] Audio: enemy eliminated [2] Subject : (Mumbeling) enemy elimit 2nd Find [1] Audio: Enemy Eliminated [2] Subject: Enemy eliminated
Labeling Activity	Whereas in video games, the focus is on the peer, peer points to an action and specifically names it. The focal child himself, other classmates, the teacher, or an image may perform the actions that are pointed out and	Transcript 3- Activity type interaction with video games [1] audio : your teammate is on the revive time fight

	labeled. People may also relate specific behaviors to other things, such as animals or vehicles. They may animate or personify scenes or images they have seen by adding actions, all the while naming the action.	[2] subject : (Clicking to found his teammate) Transcript 1- Activity type direct interaction with teacher [1] Audio : let's go back to the knoll meanwhile he use the new word "knoll" to converse with the teacher (Laugh) beside that, we can go to other places if we want to enjoy our class, like go to staycation I like to go to malang to staycation, If there is no PPKM I like to see Knoll and cold weather on there
Labeling Object	When playing video games, the focus is on the peer, who points at and openly labels the object. The topic is listening to the peer, who may or may not be speaking to the child in the center. Things from pictures or in the classroom are among the objects that are pointed out and labeled.	Transcrip 3- Activity type interaction with video games [1] Audio : the airdrop enemy is coming [2] the subject automatically find the helicopter of enemy to shoot it

Correction

A correction is an improvement or a revision when there is something that needs to be fixed. Correction in this research occurs more than five times. The subject of participant tried to correct his sentences. (minimum 5 sentences)

He said, "(Mumbeling) enemy elimit, enemy elimited"

According to the transcript, it shows that he repeated the same words in different ways. At the first time, the audio played the sounds of enemy elimited. After that, the subject imitated the sound that he listened to more than twice. After he noticed that he made mistakes in pronouncing the words, he kept trying to pronounce the right pronunciation. Furthermore, he unconsciously carried out self regulated learning activities.

Labeling Activities

Labeling activity is an activity pointed to the activities happening in the interaction. It can be found from the peer or video games audio. Moreover, the peer might also associate some activities related to what he needed to do.

Labeling Object

Labeling object is a labeling toward an object which a peer or video's clue and the peer need to guess the object. It can be seen from the script of the audio.

[1] Audio : "the airdrop enemy is coming"

[2] the subject automatically find the helicopter of enemy to shoot it

This response is called a labeling object. This happens because of the habit of interaction carried out together. In

this case the interaction between the subject and the video game and the players.

Based on four categories above it shows that the subject's vocabulary indirectly comes from the audio he hears. From the audio there was an interaction even though he didn't necessarily know what the vocabulary meant, but he could understand doing the movements that were ordered. This indirectly he does repetition / imitation and interaction toward video games. the use of video games that constantly make the subject memorize what he has to do so that indirectly there is a certain vocabulary that is automatically entered and implemented in games. then found repetition of pronunciation, he unconsciously mumbling when there is an order from the incoming games. For example, the first time he heard about "elimited" he only said "Elimit" meanwhile, after he replied to the audio again he found the right vocabulary "Elimited". This shows the subject unconsciously did self-directed learning.

Secondly, the interaction between video games, subjects and players resulted in a learning environment that supports learning. As can be seen in the labeling activity and labeling object, the subject quickly guesses the activity and object that must be found with the command sentence given by the audio. When Erdem employed a word that was coined by another person, it often seemed that the word's earlier use or repeated use by video games during the same interaction event had conditioned his vocabulary acquisition. In other words, the more often a word was used throughout the conversation, the more likely it was that the subject would

pick it up from their peer and use it. In contrast to words that were only spoken once in a video without being used again and without any non-verbal cues to make them more salient, the audio in video games was able to pick up and use these words more frequently after being exposed to them repeatedly. The subject appeared to exhibit fast-mapping, in which he gained a quick, incomplete comprehension of word meaning through repeated exposures to video games, as the teacher's lesson had not previously exposed him to these unique words. This caused him to relate the words' meaning to his life or experiences in order to employ them expressively. Subjects frequently employed peer-originated terms in future scenarios with various peers, according to the findings. The peer used the same word in various circumstances as well as within the same episode because of how frequently he used it during the interaction episode. That instance, if other participants in the current dialogue regularly used a novel word during different rounds.

The focusing child uses repetition as a pattern while learning and employing peer vocabulary. It is the simple repeating of a word, within a short space of words (including in a poem), with no particular placement of the words to secure emphasis. It is a multilinguistic written or spoken device, frequently used in English and several other languages. The researcher found out the repetition based on the data from the observation. The student repeated the same pattern in peer vocabulary. The example of repetition was in the following:

1st utterance

[1] Audio: enemy elimited

[2] Subject : (Mumbeling) enemy elimit

2nd utterance

[1] Audio: Enemy Elimited

[2] Subject: Enemy Elimited

According to the data, the researcher showed there are many repetition activities that subjects got from video games interaction. It can be seen from how the subject repeats a vocabulary. After the subject heard audio, he repeated the vocabulary and unconsciously tried from wrong vocabulary "Elimit" to better vocabulary "Elimited". It means that repetition helps students in developing their vocabulary. It is proven from how many repetitions they have and correct it automatically.

Incidental Vocabulary Learning from Interaction

Incidental vocabulary is about spontaneous vocabulary gained from subject and videogames interaction. Capitalized spontaneous vocabulary is not only gained when interacting with games but also when interacting with friends or teachers in (Capitalization) English classrooms. The findings are supported by the data in [table 2](#):

TABLE 2 | Incidental Vocabulary Learning

Items	Explanation
<p>Activity interaction with teacher talking about education opinion</p> <p>T : Do you think a teacher should be friendly or strict? S : My teacher is really <i>killer</i> person and they always <i>Scold</i> at me, meanwhile in my fantasy, teacher supposed to be an Hero for ever <i>elements</i> of learning</p>	<p>Before the student learned the vocabulary through the video game, he used common vocabulary. After he played video games, he imitated and used the words which were learned by him through the video game such as "in my fantasy..." which he commonly used "In my Opinion".</p> <p>Besides that vocabulary, the subject also said "Killer" which means "Strict". The word "killer" is derived from the video game which he played.</p>
<p>activity interaction with friend discussed about Favorite Movie</p> <p>S: I like to watch cartoon movie and Thriller SF : That sounds nice, what part of that ? S: I live when he destroyed something <i>like the devil and an enemy in thriller</i> , for cartoon I just like Anime movie and many lesson that I can found on ther SF : What Kind of Lesson? S: it's like How naruto understand about friendship and Hard word to get his Rank and make his own world in peach</p>	<p>Before the student learned the vocabulary through the video game, he used common vocabulary. After he played video games, he imitated and used the words which were learned by him through the video game such as "like the devil and an enemy in thriller"</p>

Based on the results on [table 2](#), it is shown that there are implementations that are carried out unconsciously in conversations with friends and teachers. The child accidentally does incidental vocabulary that enters his vocabulary. In future scenarios with other peers, subjects were more likely to pick up and use this specific word. In the table above, transcript 9 ([Figure 1](#) and [Figure 2](#)) shows how the subject first learned a word from a video game and then used it in a group of peers four days later.

Transcript 9 - activity

Audio : *the enemy is going down we can continue to the next part*

Subject : (Mumbeling) *it's going down*

Audio : *Find your element of the sworn!*

Subject : *element, Element (Repeat)*



FIGURE 1 | Screen: *Kill the player on the opposite team!*



FIGURE 2 | Audio: *Finally a hunter killer drone kill!*

The words spoken by the audio are automatically played and imitated by the subject. This shows how the learning process is carried out by the subject so as to produce new vocabulary that is implemented in activities and conversations with classmates and conversations with teachers. Thus, his gradually increasing L2 competence seemingly contributed to his video interaction skills over time which fostered his vocabulary learning from video games.

This case study looked at how a 17-year-old emergent English language learner expanded his expressive vocabulary and learned new words from video interactions. His vocabulary gains' characteristics, elements that aided or hindered the process, patterns and processes, the video instruction that taught him new words through involvement

with games, and the gradual improvement of his peer interaction abilities over time were all documented in the study materials. The research topics examining the interactions and vocabulary acquired by EFL students while playing video games are examined in relation to the findings.

The subject similarly displayed two tendencies while responding to or paying attention to the linguistic supports of peers. He typically transitioned from repeating the term to using or duplicating the word that his video or video peer had used through social referencing. His copying and repetition of peer content during peer interactions are consistent with [Meyer et al., \(1994\)](#)'s study, which discovered that this was a frequent tactic for participating in peer relationships. Additionally, research has shown that L2 beginners repeat and mimic what they hear from teachers and peers, and that these behaviors mediate and support their L2 learning in the classroom ([Ohta, 2001](#)). Vocabulary learning behaviors include the verbal production of the word in various speech act forms (such as repetition/imitation and commenting/extending) in response to peer support behaviors. Creating the word in such ways may have been a reflection of his efforts to provide understandable output while learning and reinforcing the word's definition and usage.

According to the output theory, L2 acquisition may be more likely to occur through language production. It is therefore plausible that the patterns the subject displayed in his acquisition of peer terms were the kinds of linguistic products that led to vocabulary gains. This would imply that in order to be able to anchor peer vocabulary's meaning and use, he may have required to generate it in intelligible output forms. The Vygotskian theory that children imitate what they are learning or what is in their zone of development is supported by the vocabulary learning patterns that have been observed ([Newman & Holzman, 2013](#)). Also, the individual was able to pay attention to and learn the words because the video peer repeated them throughout an episode. So, terms that were repeated during a conversation increased the likelihood that the subject would pick them up. Similar to this, research indicates that in order to comprehend, anchor, and create a word, numerous exposures to the same word are required.

However, this study is different with previous study conducted by [Calvo-Ferrer & Belda-Medina \(2021\)](#) who stated that students were encouraged to meaningfully use in the game by means of written interaction. It is different from the present study which showed that the interaction of vocabulary learning through verbal interaction. The student did not give any other written interaction in the chat box. Moreover, the research was qualitative research which emphasized on the deep information from the observation and the interview. It is different from the previous research which was a quantitative design with paying attention to the number of vocabulary learned.

This current research found out that the student showed self directed learning. He tried to correct his words and grammatical errors using the term that the audio said. He imitated it and changed his words by using the correct ones.

Moreover, it makes him learn something and realize his mistake in vocabulary learning. After he noticed that, he tried his best to correct it by using the appropriate ones.

Moreover, this research emphasizes the process of acquiring new languages. Previous research revealed the results quantitatively. It only showed the number of the vocabularies which were learnt by the students after playing games. There is limited research which discusses the process and the interaction of acquiring the new language. This current research revealed that the students imitated the vocabularies from the video games such as the word "killer" from the instruction from the games. The finding of this current study also confirms to the aspects of self-directed learning suggested by Knowles (1975) in [Abdullah et al. \(2008\)](#) who proposed three aspects of self-directed learning namely; responsibility in their own planning, conducting, and evaluating. These aspects were the same with the finding of subject in repetition of the right word from "elimit" becoming "Elimited" this is the example of self-directed learning that happened in this research. The subject tried to plan his learning process by building a support environment of learning with using games. After that he tried to conduct his planning to play games, then he unconsciously learned and evaluated himself to learn English. The finding of this study suggested that children unknowingly support learning by building their own environment and autonomy. It refers to what [Reeve \(2013\)](#) suggested in his research. So, without any help from those around them, they are able to carry out direct learning with the audio used.

The self-directed learning process is one where the student guides and manages while working at their own "speed." When one could choose the time, place, and method of learning, there was a stronger sense of control over the process. The concept of having a "choice" in how one learned something was also considered. Self-directed learning is a personal endeavor that is motivated primarily by personal initiative, professional curiosity, and a sense of responsibility. Self-directed learning was viewed as an activity that was carried out at the learner's own speed and under their direction. It was also mentioned that having a choice is crucial when determining how to study. It is interesting to note that these descriptions echo ideas previously articulated by [Brockett & Hiemstra \(2018\)](#), who describe self-direction as reliant on a learner's preference or desire for taking ownership of their education. The term "self-direction" in learning refers to both the internal and outward elements of a learning process ([Brockett & Hiemstra, 2018](#)). Taking responsibility for one's own thoughts and deeds is referred to as personal responsibility. Any possibility for self-direction in learning is determined by an individual's capacity or willingness to assume responsibility.

CONCLUSION

Referring to the findings, the researcher concludes that vocabulary support and learning has four aspects framework. There are corrections, labeling activity, labeling object, and repetition. It shows that the subject's vocabulary indirectly comes from the audio he hears. From the audio there is an interaction even though he did not necessarily know what the vocabulary means, but he could understand doing the movements instructed. He indirectly does repetition / imitation and interaction toward video games. The use of video games constantly makes the subject memorize what he has to do. As an effect, there is a certain vocabulary which comes up and is implemented automatically. In relation to repetition of pronunciation, he unconsciously mumbling when there is an order from the incoming games.

In addition to the points for mentioned, the interaction from the students and audio of the video game showed a type of incidental vocabulary. It means a spontaneous vocabulary he gains is derived from interaction not only with games but also with friends or teachers in English classrooms. Most of the interactions were incidental vocabulary learning. Regardless of the findings of this study, this study has its limitation since it is classified as a case study where the subject centralizes on one person. It is suggested that future study can expand to more subjects with different design focusing on how games affect significantly on EFL learners and how their attitudes or perception toward learning English in particular vocabulary gain via games online.

ACKNOWLEDGEMENTS

The researcher expresses his deepest gratitude to any parties assisting very valuable contribution to some extents of this research including the parent and the subject of this study.

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

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The use of L1 in L2 learning in the Indonesian EFL context

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The issue of L1 usage in the L2 classroom is still open. Historically, using the target language was the most effective method for learning L2. However, some research indicates that incorporating L1 into L2 sessions can also help to improve second language learning. The notion of L1 use in the L2 classroom has also been associated with the notion of translanguaging in the bilingual or multilingual education. The goal of this study is to ascertain the attitudes and beliefs of teachers and students towards the use of first language in the second language classroom and to determine the extent to which such beliefs regarding the use of first language in the L2 classroom is related to one another to facilitate L2 learning. Participants in this study were 115 students (n=115) and 30 university English teachers (n = 30). A questionnaire was used to obtain the data, and descriptive statistics was employed. The study revealed that teachers and students are generally in favor of using L1 in L2 classrooms (bilingual instruction), depending on the context or goals. The L1 is used primarily to enhance L2 proficiency so that as the L2 proficiency progresses, monolingual approach can be implemented. This study partially supports the viability of a bilingual or co-taught method in the L2 classroom.

Keywords: Use of L1, L2 class, co-lingual, bilingual, and monolingual

INTRODUCTION

It has long been debated regarding the teaching and learning processes whether the use of L1 (mother tongue/first language) by teachers, students, or both might help or hinder the acquisition of second languages. Previous research has produced contradicting findings ([Macaro et al., 2017](#); [Sahan, Rose, & Macaro, 2021](#)). It is widely acknowledged that English is the sole language that can be used as a lingua franca and as a medium of communication in a global environment (L2), a lingua franca that has made many people aware of how crucial it is to master English for international business and communication. English as the Medium of Instruction (EMI), or the use of English in the classroom, is common in higher education. The use of EMI in colleges has quickly gained popularity around the globe ([Macaro et al., 2017](#)).

There has been discussion about whether the practice of EMI is monolingual (English only) or bilingual. It is discussed whether the use of monolingual EMI (English only policy in class) can make the language learning successful in relation to the growing importance of multilingual higher education around the world ([Dafouz & Smit, 2020](#); [Fang & Liu, 2020](#); [Graham & Eslami., 2019](#), [Graham & Eslami, 2020](#)). [Fang & Liu \(2020\)](#), for instance, noted that the usage of English does not always convey meaning in communication in the Chinese environment. In addition, [Islam \(2013\)](#) investigated how EMI was implemented in Bangladeshi universities with the help of 17 teachers and 37 undergraduate students, and she

OPEN ACCESS

ISSN 2503 3492 (online)

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Received: 13th January 2023

Accepted: 24th March 2023

Published: 10th April 2023

Citation:

Muqit, A., Sahiruddin, S., Imron, A., Nurhayati, N., & Polii, I. J. (2023). The use of L1 in L2 Learning in the Indonesian EFL Context. *JEES (Journal of English Educators Society)*, 8(1). <https://doi.org/10.21070/jees.v8i1.1741>

discovered that the majority of the students struggled with EMI because of their limited vocabulary and low competency. It is advised to use a Bangla language since it aids in comprehension of the subject's material. Additionally, the use of L1 in L2 classes has attracted numerous secondary school researchers from a variety of backgrounds and circumstances for a long time (see for example [Aeurbach, 1993](#); [Cook, 2001](#); [Cummin, 2007](#); [Swain & Lapkin, 2000](#); [Turnbul, 2001](#)). For example, [Aeurbach \(1993\)](#), who examined English-only ESL classes, showed that bilingual and/or L1 choices are crucial for adult ESL learners of all levels, especially those with limited L2 literacy. In this regards, [Cummin \(2007\)](#) supports the use of L1 in classes with multiple languages. [Swain and Lapkin \(2000\)](#) also discovered that L1 use was crucial to students' L2 writing among French immersion students.

Additionally, many scholars who oppose this (English only) policy contend that L1 instruction in L2 classes has been confirmed to facilitate students' learning ([Critchley, 1999](#)). However, academics that advocate for a strategy of teaching entirely in English do so primarily on the grounds that exposure to English (L2) is thought to play a significant role in second language acquisition ([Lightbown & Spada, 2013](#); [Saville-Troike & Barto, 2017](#)). For instance, [Cook \(2001\)](#) discovered that even though L1 and L2 were found interacted when students were doing a translation work, L1 should be avoided to achieve the best L2 results. Similar to this idea, [Turnbull \(2001\)](#) discovered that L2 mastery is benefited when SL or FL teachers employ L2 as much as possible in L2 instruction. Overusing L1 has certain negative effects on learning the L2. There is a lack of knowledge regarding the issue of employing L1 rather than L2 in foreign environments like in Indonesian EFL contexts, particularly with how teachers and students view L1 or L2 use in the English classroom.

Besides, previous research did not address the role of proficiency levels in determining the perception of L1 use in the L2 classroom. The study on the use of L1 in the L2 classroom in an Indonesian higher education context will bring an implication to the nature of L2 learning development model in Indonesia in particular or in Asian context in general. This paper's goal is to investigate the perceptions and reasons of L1 use in L2 teaching and learning by teacher and students. This study is expected to raise an awareness of the importance of L1 in L2 learning among teachers, students, policy makers, and curriculum developers. This study employed [Hall & Cook's \(2013\)](#) questionnaire on L1 utilization in L2 classrooms. The background part of this article, which covers the theoretical underpinnings and pertinent earlier research, served as the organizational framework. The research approach and findings are then given.

The employment of the first language (L1) in the second language (L2) as a method for teaching English in bilingual education has been considered for a long time. To improve English learning outcomes, bilingual teaching using the translanguaging teaching paradigm ([Garcia, 2009](#)) has been suggested. This method shows that languages may coexist

and be used freely and spontaneously in L2 classes. Learning in L1 can improve learning in L2. In this situation, students can use their L1 level or draw from their complete linguistic toolbox while learning ([Cenoz & Santoz, 2020](#)) Language learners are viewed as candidates for or acquiring bilingual or multilingual skills, hence [Garcia et al. \(2017\)](#) argue that teachers should employ a bilingual model in their instruction). [Jing & Kitis \(2023\)](#) reported that translanguaging practice in Chinese context is evident and facilitating L2 learning. While other approaches contest the use of L1 in L2 classrooms, the L2 teaching method theoretically offers some support for the use of L1 in L2 teaching and learning ([Richards and Rodgers, 2014](#)). For instance, until the late 19th century, the L2 teaching method, also known as the grammar translation method, encouraged the use of L1 as a teaching and learning tool. In this way, students' L2 capabilities are assessed based on their capacity to convert L2 competencies into L1 competencies ([Larsen-Freeman, 2000](#)).

Some teachers continue to employ this bilingual strategy despite ongoing disagreements on its efficacy, particularly in hypothetical future situations ([Richards and Rodgers, 2014](#)). The use of L1 in L2 classrooms should be prohibited, according to Henry Sweet in England, Wilhem Viotor in Germany, and other intellectuals across Europe in the 19th century who gave diverse opinions on grammatical translation techniques ([Richards and Rodgers, 2014](#)). As a result, some policy makers and English teachers are starting to completely stop using the L1 language in L2 courses. This idea is congruent with the growth of pragmatic and auditory language approaches, which prevent L1 from falling under the L2 umbrella. It is argued that using L1 to teach L2 is ineffective and ought to be outlawed. This approach is predicated on the idea that the acquisition of L2 reflects the acquisition of L1, allowing kids to pick up L1 quickly and supporting monolingual parenting. The target language alone is the most effective way to learn L2. Researchers from all throughout Europe, including Wilhem Viotor in Germany, contend that L1 instruction in L2 courses ought to be prohibited ([Richards and Rodgers, 2014](#)). As a result, some policy makers and English teachers are starting to completely stop using the L1 language in L2 courses. This idea is congruent with the growth of pragmatic and auditory language approaches, which prevent L1 from falling under the L2 umbrella. It is argued that using L1 to teach L2 is ineffective and ought to be outlawed. This approach is predicated on the idea that the acquisition of L2 reflects the acquisition of L1, allowing kids to pick up L1 quickly and supporting monolingual parenting.

The ideal way to learn L2 is solely through the target language. Researchers from all throughout Europe, including Wilhem Viotor in Germany, contend that L1 instruction in L2 courses ought to be prohibited ([Richards and Rodgers, 2014](#)). As a result, some policy makers and English teachers are starting to completely stop using the L1 language in L2 courses. This idea is congruent with the growth of pragmatic and auditory language approaches, which prevent L1 from falling under the L2 umbrella. It is argued that using L1 to

teach L2 is ineffective and ought to be outlawed. This approach is predicated on the idea that the acquisition of L2 reflects the acquisition of L1, allowing kids to pick up L1 quickly and supporting monolingual parenting. It is ideal to learn L2 exclusively in the target language. (2014). As a result, some policy makers and English teachers are starting to completely stop using the L1 language in L2 courses.

Recent research demonstrates that many teachers employ translanguaging or bilingual practice to foster group discussion, improve knowledge, foster interpersonal ties, and develop multilingual identity ([Fang & Liu, 2020](#); [Jing & Kitis, 2023](#); [Moody et al., 2019](#); [Wang & Curdt-Christiansen, 2019](#)). For instance, bilingual EMI has been found valuable for improving L2 learning in Chinese context ([Moody et al., 2019](#); [Jing & Kitis, 2023](#)), Chinese language instruction at L2 learning in Puerto Rico ([Rivera & Mazak, 2019](#); [Wang and Curdt-Christiansen, 2019](#); [Wang, 2019](#)). In another context, teachers in Qatar used translation or use the L1 in an international class program ([Hillman et al., 2019](#)). [Graham et al. \(2021\)](#) recently conducted a study to assess students' perceptions of teachers' and students' usage of translation (bilingual EMI) revealing that L2 learners exhibited favorable attitudes toward the teacher's use of their first language (Arabic) in class as well as toward other students who also spoke that language. As an explanation, this study also demonstrates a number of variables that affect the utilization of L1, such as professional jargon. It was also found that L1 is utilized to develop a relationship or connection between tutors and students, and that L1 is used for low proficient learners. Some pupils, however, contend that the use of L1 can impede the improvement of English.

The usage of L2 is crucial and promotes L2 learning since L1 can assist L2 learners in producing L2 efficiently ([Johnson and Swain, 1994](#); [Swain & Lapkin \(2000\)](#)). According to [Macaro \(2001\)](#), in applied linguistics, L1 roles in L2 classes typically fall into one of three categories: (a) virtual positions (L1 does not get a place in L2 class because the teacher is sufficiently qualified), (b) maximum position (L1 does not get a place in L2 class but is permitted to use L1 when necessary because the teaching conditions of a typical educational setting (large class) are not ideal and class time is limited), and (c) optimal location (L1 is a valuable and useful resource for increasing L2 during learning). In this instance, it appears that the EFL configuration is mostly responsible for the maximum and optimal positioning. In order to assess the actual conditions of L2 classrooms in relation to the opportunities and obstacles of L2 usage to be seen, studies that look at teacher knowledge and studies in L2 contexts that include motivations for L2 use should be of worth exploring, particularly in an Indonesian EFL setting.

Despite pedagogical disputes in various ESL/EFL contexts, empirical research on teacher attitudes in secondary education is currently drawing a lot of applied linguists and second language acquisition scholars ([Brown, 2000](#); [Bruen & Kelly, 2014](#); [Cook, 2001](#); [De La Campa & Nassaji, 2009](#); [Mohebbi & Alavi, 2014](#); [Nation, 2003](#)). For instance, according to [Bruen and Kelly's \(2014\)](#) study of

faculty and student attitudes toward L1 use in Irish higher education with German and Japanese teachers, they prefer using L1 in specific circumstances that can relieve cognitively debilitating stress, particularly in defining terminology and concepts and fostering a pleasant learning environment. It has been suggested that using L1 helps reduce L2 learning anxiety. According to [Nation \(2003\)](#), English-only (L2) courses represent a barrier that causes two-level learners to reject receiving L2 teaching, particularly among less skilled students.

The researchers mentioned above are in favor of using L1 in the classroom to aid L2 learning in various situations. These findings, however, cannot be applied in other contexts, such as Indonesia. To better understand L1's function in L2 learning, more research is required.

[Gallagher \(2020\)](#), for instance, discovered that 24 teachers in Dublin, Ireland should make the most of their usage of English or a second language in class, but they should also be ready to speak their first language (L1) in multilingual circumstances. Recent analysis of an EMI pedagogical model by [Sahan, Rose, and Macaro \(2021\)](#) includes 85 observations of classroom activities and 21 interviews with EMI university professors at seven Turkish universities (small, large, and elite). According to this survey, L1 (Turkish) is primarily employed in small universities (37%) and major universities (26%) with teacher-student interaction, and top universities (4%).

However, the practice of bilingual EMI frequently creates hurdles, such as a feeling of isolation for overseas students who are not native English speakers and do not speak the local language ([Gallagher, 2020](#); [Hillman et al., 2019](#)). [Turnbull and Arnett's \(2002\)](#) study reveals the value of exposing L2 students to the environment and culture of L2 learners while they are pursuing L2 educational studies. English only increases the progress and achievement of L2 learners in the classroom. When selecting an L2 class, it's crucial to have the learner focus on the L2 only.

It was evident, however, that the translanguaging practice or the use of L1 by teachers and students have several reasons and conditions ([De La Campa & Nassaji, 2009](#); [Rolin-Ianziti & Brownlie, 2002](#)). For instance, the use of L1 in the L2 classes serves a variety of purposes, including responding to students' requests and expressing their emotions (for example by being humorous). ([Rolin-Ianziti & Brownlie, 2002](#)). Other characteristics identified by [De La Campa and Nassaji \(2009\)](#) for the use of L1 by teachers include (1) translation; (2) contrast (comparison of cultural forms and terms); (3) evaluation (discussion of student contributions); (4) instruction manual; (5) performance goals; (6) requests for student contributions; (7) comments personal comments; (8) comprehension tests; (9) discussion of classroom equipment; (10) administrative problems; (11) repetition of L1 students' utterances; and (12) responses to s. Students also use numerous other L1 features in the interim. [Storch and Wiggleworth \(2003\)](#) studied pair work and identified four key purposes for employing L1, such as work management (talking about task completion), task clarification (talking about instructions), vocabulary and

meaning, and grammar are the first three. The main learning enhancement functions of using L1 were suggestion, teaching new vocabulary, grammar for explaining, and building relationships. In addition, [Mohebbi and Alavi \(2014\)](#) tested teachers' beliefs about the various functions of L1 (Persian) in secondary education and demonstrated that these were the main functions. This final factor is supported by numerous researches that demonstrate how translation speeds up the explanation of unfamiliar L2 concepts and vocabulary ([Brown, 2000](#); [Cook, 2001](#); [Jing & Kitis, 2023](#)).

Therefore, there is still discussion surrounding the pedagogical, practical, and educational aspects of L1's place in the L2 setting to make comprehension more thorough about the practice or translanguaging or use of L1 in the L2 setting, attitudes among teachers, students, curriculum designers, policy makers, and parents are required. The use of L1 in L2 classrooms as the main focus of this study is supported by both theoretical arguments as mentioned above, in a number of researches. People who favor the use of L1 in the L2 classes are known as bilingual supporters, whereas those who support an English-only policy are known as supporters of the monolingual approach.

This study has three research questions:

(1) How do teachers and students perceive the use of L1 language in English lessons? (2) To what extent is students' opinion of the need of L1 in English classroom is reflected in their English proficiency levels? And thirdly, what do teachers and students believe the primary goal of employing L1 in the L2 classroom? This study is viable because it can increase understanding of the importance of L1 in L2 learning among educators, learners, decision-makers, and creators of EFL curricula.

METHODS

Participant

This study employed survey design as to address the main issues of this study. According to [Creswell \(2014\)](#), the survey method is a quantitative research approach used in this study. Survey was used in this study as it can collect a large number of data, and that previous studies on perceptions employed this design. Besides, this design was best to respond to pandemic situation. The questions examined what teachers and students think about L1 use in the L2 instruction and what reasons (or functions) are for L1 use. Teachers ($n = 30$) from an English-language undergraduate program and sophomore students ($n = 115$) from an English-language undergraduate program in one of the universities in Indonesia participated in this study. Participants voluntarily participated in this study, and their identities will remain anonymous.

Instrument

A questionnaire with a 14-point Likert scale was used to collect the data. The survey was adopted based on earlier studies ([Hall & Cook, 2013](#); [Sharma, 2006](#)). For instance, [Sharma's \(2006\)](#) sections on utilizing L1 to address complicated grammar issues, define new words, clarify

challenging ideas, and give instructions. This questionnaire was considered valid as this survey was widely used in the similar research. The reliability of the questionnaire was at Cronbach's $\alpha = .70$. There are two groups on the questionnaire; Statement of opinions regarding the usage of the second level in secondary school and classes (strongly agree strongly disagree), as well as the goals and justifications for doing so (always or never choice). How many students or teachers agree that L1 should be removed from teaching L2, how many students or teachers are allowed to use L1 at L2 in teaching, and how many students or teachers are encouraged to use L1 to express cultural identity and language make up the statement about the beliefs of teachers and students. There are 5 questions for students and 9 questions for teachers that look at the use of L1 or the motivations behind acquiring L2. The seven tasks include utilizing L1 to prepare assignments and activities, using L1 to utilize a bilingual dictionary or word list, watching English TV shows or videos with L1 subtitles, and comparing English grammar with your own grammar. The requirement for the teacher to use L1 to clarify grammar, give instructions, explain vocabulary, and establish a positive learning environment in the classroom.

Procedure

Teachers and students who participated in the study were asked for their consent prior to completing a questionnaire. Those who provided their consents to participate in this research were then invited for classroom meeting; meeting with teachers and students at different time. They were provided with around ten to fifteen minutes to complete the survey. In order to examine the answers to the study's research questions, the data were then examined using the statistical program SPSS.22, which included frequency (percentage) analysis. The significance of the data is determined by tabulating each point as a percentage. No "disagree or disagree" responses were reported in this study because they offered little insight into the participants' unclear position and the item responses were primarily concerned with whether participants agreed or disagreed with Group 1 (expressions of belief or opinion) and Group 2 about reasons about using L1 in L2 learning.

RESULTS AND DISCUSSION

Based on the opinions of teachers and students at an EFL Indonesia University using the five-point Likert scale tool, this study investigates three primary questions: teachers' and students' beliefs about the use of L1 in L2 classroom, the extent to which the students' perception is shaped by proficiency levels, and the purpose or reasons for utilizing L1 in L2 classes. There are two sections to the questionnaire: the first section explores the rationale for teachers' and students' use of L1 in L2 instruction, while the second section probes their opinions on L1's use in L2 instruction. The test's Chronbach alpha of 0.70 shows that it is very reliable for gathering information from participants about the

function of L1 in class L2. More detail findings are presented below.

Perceptions of teachers and students on the use of L1 in L2 classes in Indonesia

The results are presented as frequency-indexed percentages and the mean (mean) of the questionnaire with a 5-point Likert scale (strongly agree, agree, disagree or disagree,

disagree, strongly disagree), in order to show what L2 English teachers and students believe about the use of L1 in L2 teaching and learning. 30 teachers and a total of 115 students took part in the survey. The survey asks respondents about their beliefs and perceptions regarding the use of L1 in teaching English as a monolingual L2 (English only) or bilingually (English and Indonesian), as well as the degree to which L1 can be used for educational purposes at specific points and the reasons why they choose to use L1.

Students' beliefs or perceptions of using L1 in L2 learning

Examining students' and teachers' opinions or perceptions regarding the usage of L1 in L2 classes was the first issue this study looked into. This section primarily focuses on the students' perceptions about utilizing L1 or first language.

This study reveals that while 30% of students support the bilingual approach or bilingual access, only 28% of students in class L2 support the monolingual method (English only), suggesting that teachers in class L2 should utilize the L1 approach as evidenced by those who failed in the L2 classroom, the students (42%) did not express their disagreement or agreement in a clear manner, which was evident in the "disagree" or "disagree" response options. This demonstrates that a higher percentage of students are aware of the usage of L1 in L2 learning. When asked if they agreed with the idea of making English the only language used in the L2 classes (English only classes), 82% disagree with English only classroom; this shows that they reject the idea that English should be the primary language. There are many additional reasons to utilize L1, as evidenced by the fact that 66% of students need use L1 in L2 class to express linguistic and cultural identity (see [Figure 1](#)). The fact that 82% of students agreed with monolingual or bilingual instruction shows that they disagree with the idea that English should be the primary language used in English instruction, and it also reveals that English teachers still favor using L1 instruction in L2 instruction.

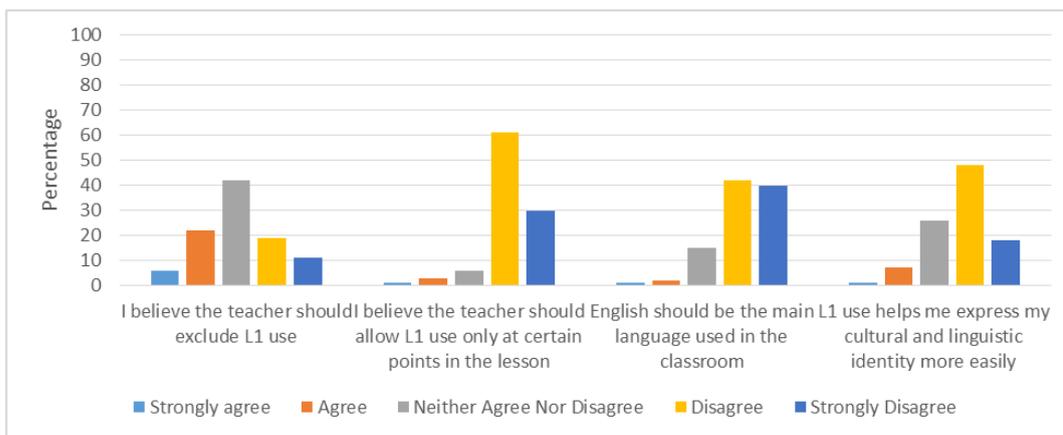


FIGURE 1 | Students' perceptions of using L1 in L2 classes

However, this study found that while some participants were somewhat in agreement with the idea that English teachers permit students to use L1 in their L2 classes for a variety of reasons, 91% of students preferred that the teacher use English most of the time in L2 classes (implicitly advised to use only English). This data suggests that students anticipate that teachers will give them more information regarding studying English as a second language. It is challenging to pinpoint and provide an explanation for why students responded the way they did because no data gathering interviews were carried out for this study.

Teacher's perception of the use of L1 in L2 learning

This study looked at teachers' opinions on the usage of L1 in

secondary teaching and learning as well as students' perspectives of the role of L1 in their L2 classes (see [Figure 2](#)). Finding out whether teachers and students have similar or divergent opinions regarding the use of L1 in L2 learning is the goal of this study. This survey demonstrates that teachers favor a monolingual method over using L1 in L2 classrooms (50%). A monolingual approach or English-only classes should be formed, according to the majority of teachers (73%), who also agree that English should be the primary language of L2 learning. Only did 7% of educators disagree with this assertion. Nevertheless, teachers also accept the use of L1 to some extent (80%), while 14% of teachers believe that L1 should not be used in L2 classes for a variety of reasons. Finally, although other reasons are obviously

significant, the majority of instructors (67%) feel that cultural and linguistic factors inspire their use of L1 in the L2 classroom.

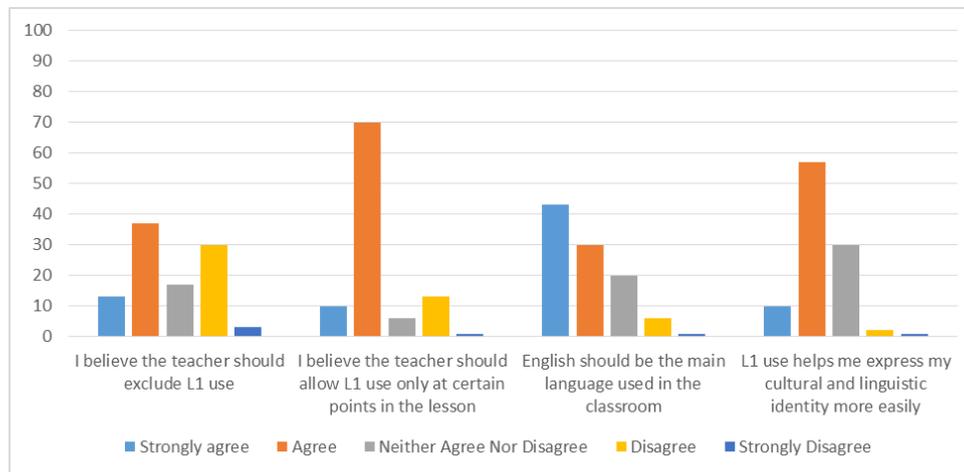


FIGURE 2 | Students' perceptions of using L1 in L2 class

This study concluded that there were significant differences in student and teacher perceptions of the nature of L1 use in L2 classes. For L2 teaching and learning, the instructor in this instance intends to implement a one-language or solely English policy. Although they believe that adopting L1 when teaching L2 classes has greater benefits, pupils prefer a colingual or bilingual approach in L2 classes. Furthermore, L1 should be utilized for teaching purposes in specific circumstances, according to both teachers and students. The study also found that professors were more likely to use L1 for purposes other than cultural and linguistic identity (67%), while students were more likely to use L1 for purposes other than cultural and linguistic identity (66%).

Students' perceptions of L1 use in L2 classes based on L2 proficiency level

Along with the first finding, this study was also interested in determining how students' responses to the importance of L1 use in the classroom were shaped by their proficiency level. Because prior studies have not yet examined the significance of student proficiency in L1 perceptions in the L2 instruction, this research is crucial. The self-assessment proficiency report for L2 performance data set of students or research participants, which included a 1–5 general English competence scale, was used to group the students' language proficiency (see [Figure 4](#)).

The study discovered that the group with greater language proficiency chose a bilingual or dual-language approach over a monolingual one in L2 classes, demonstrating the necessity of L1 use in L2 acquisition (38% in L1 usage and 16% in English exclusively). It's interesting to note that the group with lower performance anticipated a monolingual approach because English was

only taught in L2 classroom (36% for English exclusively and 27% for L1 use). Both high and low ability groups agreed on a monolingual or bilingual approach when it came to the idea of making English the primary language of instruction, starting with 86% of the high ability group and 72% of the low ability group. This indicates that the use of L1 in the L2 class is still preferred in the Indonesian setting. This study indicates that, although all participants' prior findings were confirmed, cultural and linguistic identity are not the primary drivers of L1 in L2 instruction (see [Figures 3](#) and 4). The utilization of L1 in L2 learning is influenced by still another variable. Therefore, the colingual or bilingual method was favoured by the higher proficiency group, while the monolingual L2 approach was preferred by the lower proficiency group. As for whether a monolingual or bilingual strategy is preferable in the Indonesian context, both the high and low ability groups share the same attitudes and perceptions. In short, the higher ability group favored the bilingual or combined method, whereas the lower ability group favored the monolingual approach. In addition, both the high ability and low ability groups believe that a monolingual or bilingual approach is preferable in the Indonesian environment.

The function or purpose of using L1 in teaching and learning L2

The main objective of this study was also to examine how Indonesian higher education students and teachers used their native language (L1) in the L2 teaching and learning context. A five-point Likert scale survey with answer options ranging from "often," "often," "sometimes," "rarely," and "never" was used to collect the data (1-5). Five statements about the main task of using L1 in L2 learning are projected onto the students.

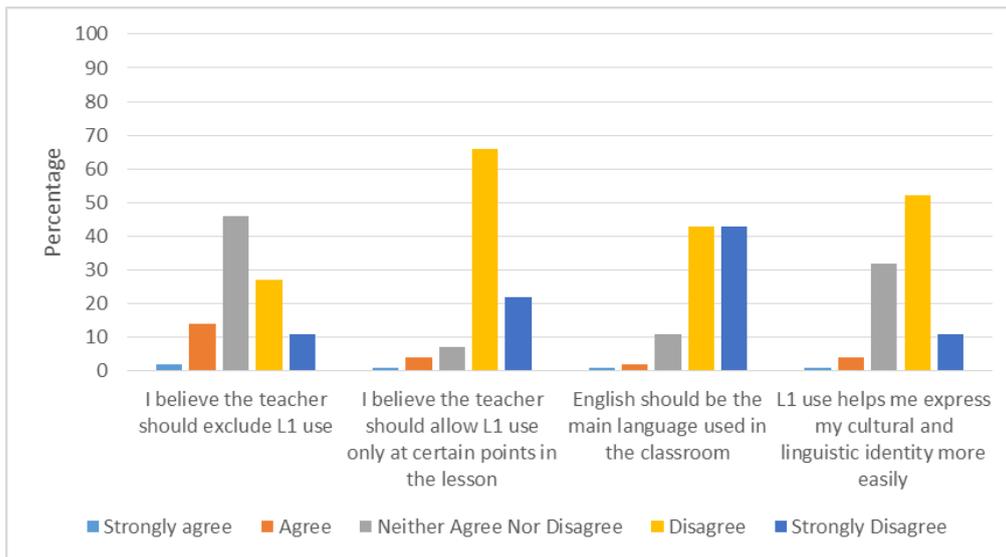


FIGURE 3 | Students' perceptions of L1 use in L2 classes by the higher ability group

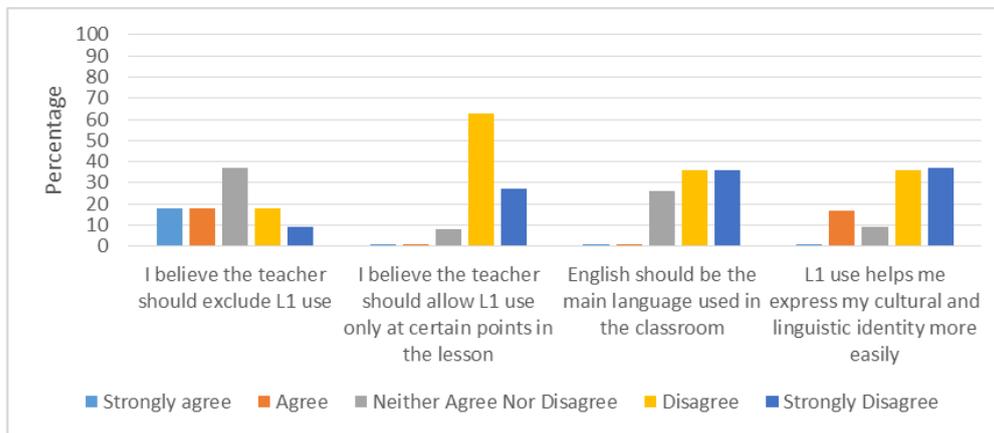


FIGURE 4 | Students' perceptions of the use of L1 in L2 classes by the low ability group

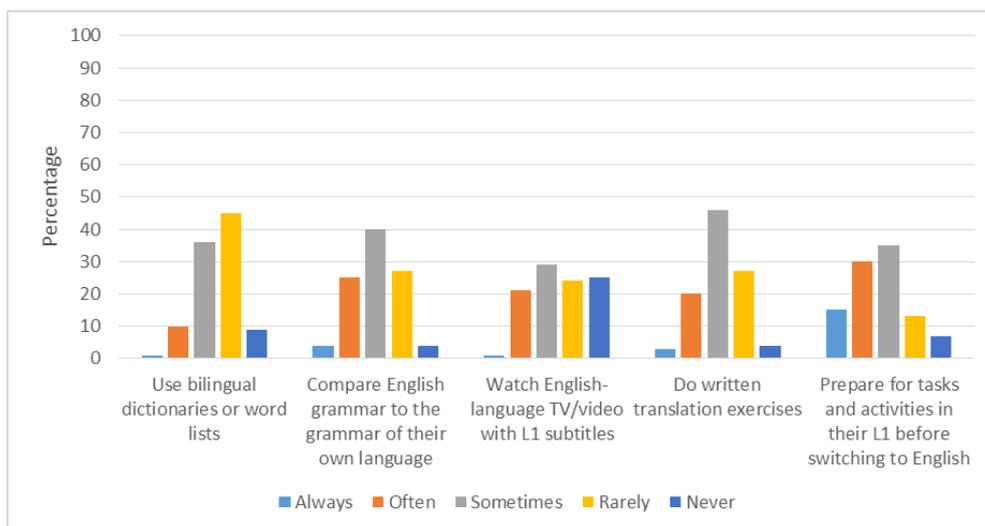


FIGURE 5 | L1 use function in L2 class by students

The use of L1 by Indonesian students in teaching L2 has a number of activities or aims for example, to use a bilingual dictionary or word list, compare English grammar with L1

grammar, watch English television or movies with L1 subtitles, carry out translation or writing exercises. Before moving to English, complete translation exercises,

assignments, and assignments in your first language. Figure 5 displays the responses of the students to the integration of L1 in L2 learning. This study demonstrates that, in general, students frequently use L1 to prepare assignments and activities during the learning process before moving on to L2 learning (45%), watch TV or movies in English with L1 subtitles (22%), perform the translation assignment (23%), compare L2 grammar to L1 grammar (29%), and utilize a bilingual dictionary or word list (11%).

The majority of students used L1 to complete the translation activity (46%), followed by L2-L1 grammar comparisons (40%) and opening bilingual dictionaries (36%), prepare for L1 assignment before moving on to subsection L2 (35%), and finally watch TV or videos with L1 subtitles, according to students who answered "sometimes" for each L1 usage activity. As a result, employing L1 will probably aid pupils in getting ready for L2 instruction and lastly, viewing television or movies with L1 subtitles. As a result, employing L1 will probably aid pupils in getting ready for L2 instruction, and lastly, viewing television or movies with L1 subtitles.

Therefore, Teachers employ L1 for a variety of tasks and goals at the same time. According to the percentage of teacher responses, the function of L1 use in the L2 classroom is for maintaining discipline (50%), elucidating the meaning of ambiguous English words (40%) and elucidating new L2 vocabulary (27%), as well as creating a pleasant environment (24%), describing L2 grammar (23%), giving instructions (17%), correcting verbal errors (17%), giving feedback on written work (17%), and having students give 13% (see [Figure 5](#)). The description also demonstrates that giving comments on written work and evaluating pupils are two objectives or functions that are less typically used when utilizing L1 in L2 learning. Students functionally use L1 to prepare assignments and activities before moving on to L2 grammar, then they compare L2 grammar to L1 grammar and finish the translation assignment for teachers who "sometimes" supply answers to each function of using L1. The goal of employing L1 for teachers is to maintain discipline, decipher difficult English words, introduce new L2 vocabulary, and create a welcoming environment.

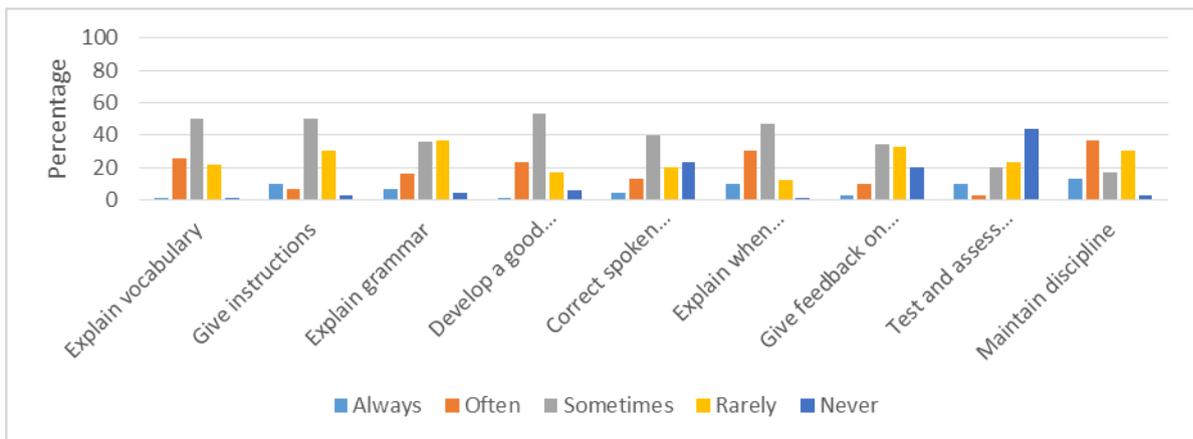


FIGURE 6 | L1 use function in L2 class by teachers

[Figure 6](#), Students support more of bilingual approaches (or translanguaging practice) to L2 teaching and learning, according to the study's major finding. Students find that using L1 helps them learn L2 more easily. Because they perceive exposure to L2 to be more beneficial for improving their L2 skills, the use of L1 should be permitted in some settings for pedagogical reasons. Students' incentive to use L1 is derived from cultural identification and non-linguistic elements. These findings support prior research on the beneficial effects of using L1 in facilitating the acquisition of L2 knowledge for less advanced learners ([Graham & Eslami, 2020](#); [Islam, 2013](#); [Nation, 2003](#)) and for students who lack meta language in a second language, such as word meanings, grammar points, and comprehensive task explanations ([Storch & Wiggleworth, 2003](#)). For instance,

[Fang & Liu \(2020\)](#) claimed that the use of English in teaching L2 does not necessarily have meaning in the Chinese context. [Kim & Petraki \(2009\)](#) also discovered the role of L1 in supporting L2 learning in the Korean context. In general, this study supports the value of colingual or bilingual approach in the L2 classroom. This situation is situated with the framework of translanguaging as proclaimed by [Garcia et.al, \(2009\)](#), [Garcia et.al, \(2017\)](#), presenting the value of incorporating other linguistic repertoires beside English in the L2 classroom.

This study examines attitudes or perceptions regarding utilizing L2 in connection to students' skills. It reveals that both the high and low proficiency groups favor a monolingual or bilingual approach in L2 classrooms, which is substantiated by evidence that both groups use L2. The

results of this study revealed that the groups with higher language proficiency preferred a bilingual approach, while the groups with lower proficiency preferred a monolingual approach (English classes only). This suggests that students with lower proficiency are motivated to use language skills, which is also expected primarily in class for increasing your exposure to English. Positive perceptions around the idea that instructors' collective discoveries serve as the foundation upon which the lower groups build their L2 learning. This may be interpreted in the sense that lower proficient learners require more English exposures to develop their L2 proficiency. Further research is in need to explore the issue of English only preference by lower proficiency learners. However, prior studies by [Storch and Aldosari \(2010\)](#) indicated that low ability groups used L1 more frequently in L2 pair work talks, with 17% of low ability group contacts using L1 compared to 5% in high proficient groups. These findings back with the claims made by [Dafouz and Smith \(2020\)](#) in their discussion of the nature of translation in L2 classes and the acceptability of contemporary multilingual norms in universities and schools ([Gracia, 2009](#); [Garcia et al., 2017](#); [Jing and Kitis, 2023](#)).

The findings above support students for a monolingual or bilingual approach ([Yu, 2000](#); [Turnbull, 2001](#); [Wong, 2010](#)). Iranian professor, [Nazary \(2008\)](#) reported the reason why students of all grade levels are averse to using L1 (Persian) in L2 classrooms due to less exposure to L2. However, increasing evidence from recent studies on the function of secondary education in secondary school supports the requirement for L1 instruction in secondary classes for pedagogical reasons ([Fang & Liu, 2020](#); [Graham et al., 2021](#); [Hillman et al., 2019](#); [Rivera, 2019](#)). [Wang and Curdt-Christiansen, 2019](#); [Rivera, 2019](#))

Teachers, in comparison, had a marginally different opinion, favoring a monolingual approach in their L2 instruction (50%). This finding is consistent with other research that demonstrates that L2 teachers are the only source of L2 knowledge for L2 pupils, and as a result, teachers are expected to be as proficient in English as possible ([Gallagher, 2020](#); [Wong, 2010](#)). According to [Gallagher's \(2020\)](#) research of 24 teachers in Dublin, Ireland, instructors believed they should use English or a second language as often as possible in class, but they also recognized that L1 will inevitably be used in situations involving several languages. Only the English method garnered favorable feedback from Hong Kong students, according to Wong's study from 2010.

Thus, by proving the necessity or utility of utilizing L1 in L2 education, which eventually facilitates the use of L1 in L2 teaching, both teachers and students clearly favor colingual or bilingual techniques. This has to be further investigated in future research by expanding data collecting

through narrative research in relation to the minor discrepancies in viewpoints in teacher and student preferences for classroom practice. The patterns and situations where monolingual, bilingual, or bilingual techniques are favored in L2 teaching and learning may be seen in different ways as a result.

It is also intriguing to consider how the use of L1 functions in teaching L2 based on the opinions of students and teachers in this study. This study demonstrates how students typically use their first language (L1) to prepare assignments and activities before moving on to their second language (L2), compare L2 grammar with L2, complete translation tasks, watch English television or videos with L1 text, and use a bilingual dictionary or word list. Some of the findings, such as those related to vocabulary, meaning, and grammar, are in line with earlier research. For instance, pair work was observed by [Storch and Wiggleworth \(2003\)](#) to include task management (discussing how tasks should be completed), vocabulary and meaning, and grammar. [Manara's \(2007\)](#) earlier work in Indonesia likewise looked at students' opinions of L1 use. Without looking at students' own motivations or activities for using L1, this research focuses on students' expectations regarding the necessity for instructors to use L1 in particular activities, such as the expectations that L2 teachers use L1 to explain new vocabulary and grammar. [Storch & Aldosari \(2010\)](#) discovered that Saudi students' perspectives of utilizing L1 in Arabic revealed five key roles, including task management, conversation and idea development, grammar and vocabulary elements, mechanical aspects, and grammatical features. Recent research by [Graham et al. \(2021\)](#) identified a number of variables that affect the utilization of L1, including: L1 as a source of identity and students' rights to utilize L1 in the L2 classroom.

This study also exposes a variety of instructor activities or objectives while teaching in a second language, including: correcting oral faults, providing comments on written assignments, and teaching graduate students. It has been shown in earlier studies, including as [Manara's \(2007\)](#), that 21% of teachers utilize L1 to explain new words or terminology more frequently. According to [Mohebbi and Alavi \(2014\)](#), the role of the L1 (Persian) teacher in L2 learning is that the main learning enhancement functions of using L1 are to give feedback, teach new vocabulary, clarify grammar, build relationships, lead the class, provide one-on-one assistance for students, and save time with detailed assignment explanations. [De la Campa and Nassaji \(2009\)](#) also report that L1 should be utilized in L2 teaching since it helps L2 learning. The majority of the research included here generally demonstrates that using L1 helps to foster a positive learning environment, clarify new terminology, and give orientation.

The use of L1 is advocated as a helpful method for improving language learning, with various levels of usage suggested depending on the demands of the classroom. This supports other studies that emphasized the need of fostering multilingual viewpoints in EMI situations (Graham & Eslami, 2020). According to numerous researches, instructors' poor L2 proficiency is strongly connected with their use of L1 (Hu & Lei, 2014). A professional development opportunity is also recommended by Macaro, Akincioglu, and Han (2020) in order to improve the delivery of EMI. In the past, Macaro (2018) put forth four models for language support in the EMI program, including a multilingual model (students are supported when using L1 with EMI), a simultaneous support model (students are supported with additional courses like EAP or ESP courses), the preparatory year model (students are enrolled in an intensive program before the EMI course), and the elective model (students must meet the minimum English language requirement before EMI). Using L1 aids pupils in understanding L2 concepts and themes, according to this study. Students may not grasp or misunderstand the teacher's instructions or explanations if using a monolingual (English only) approach particularly for those with limited L2 proficiency. For the sake of Indonesian education, the decision to remove L1 from L2 classes needs to be revisited. This study demonstrates how English teaching using L1 improves students' understanding of L2 concepts and subjects.

CONCLUSION

This study demonstrates that, in order to facilitate learning in the second classroom, teachers and students favor the use of a second language (bilingual approach). To accomplish instructional objectives and numerous other academic aspects, L1 use is required. Teachers do, however, expect that there will be instances where a monolingual strategy is implemented using L1. For L2 learners to build their L2 skills, they need to be exposed to as much L2 input as possible. This viewpoint is also in line with the opinions of students, particularly those with low abilities, who understand the necessity of L2 instruction in order to increase their exposure to L2. High ability groups, who still need to utilize a little L1 to learn L2, favor the same-language method as well. This implies that a multilingual or bilingual approach to second-level teaching and learning should be considered as a prerequisite for enabling and accelerating second-level learning and second-level growth rather than as a barrier to second-level development. The findings demonstrate that the study's participants have a favorable opinion of the usage of L1 in EFL instruction at Indonesian tertiary institutions. It has been demonstrated that L1 can be used by both instructors and learners to use or get familiar with new words and their definitions, grammatical and conceptual frameworks, or other rules for

efficient instruction and learning. L2 learning and development heavily rely on the use of L1 to connect L1 and L2 information.

In order to maximize the L2 learning process, Indonesian EFL classes can adopt the bilingual to monolingual EMI transition paradigm as referring to students proficiency levels. The practice of translanguaging or bilingual education may bring a great impact toward English language learning development. It is necessary to reformulate the pedagogical framework with an integrated approach to L2 learning to account for the realities of English teaching and learning, the variety of skills that students bring to the classroom, and the factors contributing to the success of L2 learning. This study is limited to a small number of students and teachers, and in turn the results of this study cannot be generalized to a larger population in Indonesian. Further study with involving many universities will add more comprehensive data regarding the practice of bilingual practice in the L2 learning in an Indonesian higher education. Other design like narrative inquiry and case study can be also employed for further research. In addition, studies that use the longitudinal technique in various contexts and take into account the learner's L2 level are still required.

ACKNOWLEDGEMENTS

The authors would like to thank all of the reviewers who provided us with valuable suggestions, as well as all of the participants who voluntarily participated in this research.

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

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Hybrid learning of ESP in Agriculture Field: Students' perceptions and learning experiences

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This research has the objective of describing the learning perceptions and experiences of students of the Agro Eco Technology Study Program while attending the English for Specific Purposes (ESP) course that is organized with the mode of hybrid learning. The students who became the subject of this research were those who study at the Kediri campus of Universitas Brawijaya. They are 101 freshmen who had previously for two years experienced full online learning while studying in senior high school. This research used a mixed method, meaning applying both quantitative and qualitative approaches. Data are in the form of survey results and of interview results with several related parties, observations, and other relevant documents. Research results indicated that student perceptions regarding ESP learning were that it is able to improve the English language competence of students. Students found that the learning environment of ESP with hybrid learning was interesting, encouraging, enjoyable, accommodating of active participation, and not at all awkward. In addition, the opportunity given by the lecturer to students to show their work orally by uploading videos to a YouTube channel with the 'everybody is a YouTuber' program became a point that is perceived as able to encourage the students. They have positive responses about statements on the issues of attitude, of ease, of aspects of benefits, and of English language skills. The Internet connection that is sometimes unstable only became a minor hindrance.

Keywords: hybrid learning, perception, agriculture, ESP, experience, post pandemic

OPEN ACCESS

ISSN 2503 3492 (online)

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Received: 19th November 2022

Accepted: 26th March 2023

Published: 6th April 2023

Citation:

Adi, S.S. (2023). Hybrid learning of ESP in Agriculture Field: Students' perceptions and learning experiences. *JEES (Journal of English Educators Society)*, 8(1).

<https://doi.org/10.21070/jees.v8i1.1725>

INTRODUCTION

In several regions, during the COVID-19 pandemic, policymakers in the field of education possessed different considerations regarding whether to continue to hold classes with face-to-face meetings or to switch to online learning. There are certain reasons for different cases for these policymakers, including different risks that are related to the local demography or population density, and the uncertainty on health consequences for the public by the face-to-face learning model. The transfer period from direct learning to online learning and hybrid learning from 2020-21 has major consequences for the learning outcomes of students. In remote regencies, learning achievements are lower for all subjects, particularly for students that attend schools with high levels of poverty (Goldhaber, et al, 2022). Furthermore, it has been identified that access and connectivity to online classes in several regions are harder to come by than in other regions due to non-academic factors.

In several cases, the quality of Internet connectivity in one area is lacking or even insufficient, while other areas appear not to possess resources or equipment at all that are sufficient to support teleworking or tele-study at simultaneous times. University of Cádiz, for example, realized this fact and spent an incredible amount of funds to help its students, particularly in providing the availability of dependable Internet access ([López-Zurita, 2022](#)).

The coronavirus (COVID-19) pandemic has become a period full of challenges for everyone. Education systems throughout the world were transitioned to the system of hybrid learning as the sole best choice in executing the learning process. Some of the literature indicates that learning in the classroom is not only a source of obtaining an education but also for acquiring social interactions. After two academic years of online or blended learning, the pandemic has driven not only lecturers but also students to improve their digital competence. At present, everyone has been able to develop their digital skills, and various online platforms are being utilized. In the beginning, lecturers still had not become familiar with online platforms such as Google Meet, Teams, Zoom, Webex, and so on. All of these represent new terms that initially had not yet been commonly used in everyday life and became a matter that was hard to believe two years ago ([Sahar, 2020](#); [López-Zurita, 2022](#)).

During the pandemic there was a change in student behavior due to school closures. These changes can affect students' emotional well-being and student performance ([Qanash, Mufthi, Alqublan, et al., 2020](#)). In addition, learning productivity and student character building at the level can be through literacy skills that shape character content ([Rochman, et.al, 2020](#)). Research conducted during 2020 showed that the lockdown due to covid-19 had an impact on students' anxiety and academic achievement. Variables like stress, anxiety, laziness were measured to be at high levels among students during 2020. Academic performance was affected due to changes in lifestyle of most students worldwide. During online learning, even though there is plenty of time to study, due to the lockdown, most students feel lazy, with a lack of desire to study and low levels of concentration ([Bozdo & Banushi, 2022](#)).

The model of hybrid learning, which in several cases is also known as blended learning, is a model where traditional learning is combined with an online approach based on the Internet. Various kinds of media are used in the environment of online learning, which are combined with a number of different approaches. Teaching and learning may be conducted synchronously or asynchronously through face-to-face or remote meetings. The hybrid model has been shown to be implemented in one of the largest federal higher education institutions in the UAE, but the findings of this research indicate that there are very many aspects in the model of hybrid learning. The hybrid academic model is a rather flexible system. Anyone can learn anytime, anywhere. However, many students lack the intrinsic motivation to succeed in the model of hybrid learning. Even so, many more students will still obtain greater benefits compared to

face-to-face classes ([Beer, 2021](#)).

Meanwhile, higher education institutions use different learning formats in the form of online lectures and seminars in supporting the learning of their students. In the past decade, higher education institutions have actively supported the increased usage of online learning to encourage flexibility and freedom. Because of the COVID-19 pandemic, the learning situation in higher education dramatically changed, and as such, many Higher Education Institutions were forced to transition all of their programs to the online learning format. Several institutions applied synchronous hybrid learning (SHL) as an extreme solution that balances different needs while maintaining social distancing ([Priess-Buchheit, 2020](#)). Higher learning institutions (HEIs) are using different learning modalities to encourage better performance from students in accomplishing course requirements. A hybrid learning environment introduces opportunities for educational leaders, teachers and learners in finding alternative approaches to enhance traditional brick and mortar settings ([Eliveria, 2019](#)).

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Like many international universities and institutions of higher education that have shifted the entire educational system from the traditional face-to-face education model to distance learning during the COVID-19 pandemic, universities in Saudi Arabia have expended great effort to change the behavior of educators and students to accommodate the transition ([Fallatah, 2020](#)). Universitas Brawijaya is no exception; this Indonesian state higher education institution located in the province of East Java also applied online learning as the learning model during the COVID-19 pandemic. Yet in the later stage of the pandemic, being before the onset of the new normal period, Brawijaya University at the Kediri campus applied the model of hybrid learning. This learning model was applied for all courses in the campus branch that is located approximately 200 kilometers from the main campus in the city of Malang, East Java.

Based on the background as explained above, this article has two objectives. The first is to describe the context and process of ESP learning with hybrid learning in the field of agriculture in the Agro Eco Technology Study Program of

Brawijaya University. The second is to explain the perceptions and learning experiences of students in participating in hybrid learning for ESP.

Hybrid Learning and ESP

Hybrid learning may be defined as a learning approach that combines remote learning and direct face-to-face learning. The model of hybrid learning has the objective of elevating student experiences and ensuring the continuity of learning through COVID-19. Hybrid learning becomes the key element in ensuring sustained learning (UNESCO, in cooperation with McKinsey and Company). It is defined hybrid learning as "learning where most of the learning activities have been transitioned online, and the time that is usually spent in the classroom is reduced but not eliminated" (Garnham and Kaleta, 2002; Eyal & Gil, 2021). Then, Pesen and Oral add hybrid learning as an ideal approach for combining the strongest aspects of classroom and online learning and developing the knowledge and communication skills necessary for success. It is inferred that the main purpose is to contribute to the learning of students by making the most effective and efficient use of the educational environment created by combining face-to-face learning with technology-supported teaching (Pesen & Oral, 2014).

In the hybrid learning model, it is very important to focus on increasing lecturer capacity in order to allow them to become more familiar with the approach of online learning and the usage of innovative technology to facilitate teaching and learning. Preparedness is also needed in order that lecturers, administrators, and students can be able to adapt quickly to changes that are outside of their control. This preparedness will require resource allocations to face mental challenges. Additional training in pedagogical methods for teachers to be able to build up relationships and to work to improve social presence in online classes, teaching presence, and cognitive presence, even in online teaching media, is also very much necessary (Singh, 2021). Hybrid learning is an excellent solution because it adopts the prime advantages from F2F class and online study, facilitating learning using information technology while preserving experience in a classroom environment (Agosto, D.E., 2013). As a mixed mode of online and face-to-face instruction, hybrid learning has been a feasible solution to schools with limited space and a flexible learning environment for the learners (Ngo, 2010).

Research results have indicated that the System of Hybrid Learning (SHL) strengthens pedagogical communication and supports learning. Even so, research results have indicated that SHL is a promising format, which can bridge one part of the digital gap between students and lecturers. Lecturers and students must be trained on the methods of using the necessary technology, and lecturers must learn about the pedagogical benefits of the application of SHL with usage of sufficient protocols and interaction tracing (Priess-Buchheit, 2020). Hybrid learning's strength is in its ability to spark reflection about educational practices and illuminate practitioners to design the educational

environment from the learner perspective, particularly practical-based subjects (Abuhassna, 2022).

The increased usage of technology has allowed people to create opportunities in language learning. In the field of language learning, the utilization of media based on the Internet such as Skype, virtual reality, word processors, wikis, blogs, and many others have been utilized to improve the quality of language learning. The field of language learning has developed rapidly within the past 30 years as a result of studies on cases that examined how far the usage of information technology affects language learning (Kernz, 2013).

Meanwhile, one of subjects which become a topic of discussion in language learning studies is English for Specific Purposes or ESP. Robinson (1980) defined ESP as the teaching of the English language to learners who possess certain objectives and intents. Accordingly, these objectives cover professional, academic, scientific, and other objectives. It is broadly known that the English language is the language that is used in the fields of finance and business (Takino, 2020). Students around the world participate in ESP learning that focuses on the teaching of lexicology, terminology, and structure that are often encountered in this ESP field. It was stated that Business English is a new branch of ESP that represents a type of English language teaching that emerged as a response toward the developing consciousness of special needs that are not fulfilled in the learning of General English (Rao, 2019). ESP is composed of the teaching of the English language that is designed to fulfill the special needs of learners, in relation to content for specific fields of discipline, occupations, and activities (Javid, 2013).

As the advancement of technology significantly develops in the field of ESP, hybrid learning in ESP is also becoming an interesting topic to study. The hybrid learning model refers to the mixing of learning environments consisting of face-to-face classroom instruction and online environments. A hybrid learning environment provides students the special right to understand and explore real-world problems through authentic learning experiences that are facilitated in an online learning environment (Ellis, 2001; Doering, 2006). Several studies have also indicated that the model is conceptually effective and may be applied in various forms of collaborative learning approaches across disciplines, for bridging institutions, and in non-formal learning. The model is one of the most effective learning models (Skill & Young, 2002). It is designed for distance education by combining synchronous interactions with online delivery methods to overcome purely online learning shortcomings. It provides more real-time communication possibilities, fewer physical meetings, less commute time, and a technology-based learning system that makes the method a proper alternative for non-traditional students or part-time and full-time working students (Tabor, 2007).

Littlejohn & Pegler (2007) perceive hybrid learning as the integration of teaching methods and face-to-face learning with an online approach. In general, hybrid learning is the mixture of instructional modality (as in-place, web-based,

and independent learning), delivery media (as the Internet, class sessions, web-based courses, CD-ROMs, videos, books, or PowerPoint slides), instructional methods (as face-to-face or technology-based sessions), and web-based technologies, both synchronous and asynchronous as chat rooms, wikis, virtual classrooms, conferences, blogs, textbooks, or online courses ([Littlejohn & Pegler, 2007](#)). The choice for the blending of these two modes is usually determined by several factors: course contents and learning objectives, learning characteristics and preferences of students, experiences and teaching styles of teachers, or online resources ([Dziuban, Hartman & Moskal, 2005](#)).

Context of ESP for Agriculture Students

The Agro Eco Technology Study Program, a program in which this research is conducted, is a study program under the management of the Faculty of Agriculture of Universitas Brawijaya. This study program is located approximately 200 kilometers from the main campus. Specifically, the location of this research was in the branch campus in the City of Kediri. In accordance with the vision of the Faculty of Agriculture, the vision of the Agro Eco Technology Study Program is to become a center of agricultural education and teaching that is leading, of international standard, and able to play an active role in sustainable agricultural activities and development to improve the economic and social values of society.

One of the points of that vision is to become a study program of international standard. The results of the interview with the vice-dean of academic affairs of the Faculty of Agriculture indicated that one of the efforts to achieve the international standard vision is to provide sufficient knowledge of the English language to its students or graduate candidates. Meanwhile, the Chief of the Agro Eco Technology Study Program explained that the ESP course in the study program is expected to provide English language competence at an intermediate level. More specifically, this involves competence of agricultural English, for which students are expected to possess productive English language skills in the form of oral conversations or presentations, understanding of agricultural vocabulary and terminology in English, ability to understand English-language academic texts in the field of agriculture, and ability to write English-language texts at an elementary level for communicating simple ideas that are acceptable and understandable.

ESP learning in the Agro Eco Technology Study Program in several aspects cannot be removed from the role of the Faculty of Culture Studies. This occurs because the Faculty of Culture Studies is an institution that possesses human resources, specifically English language teachers, who teach in all existing faculties in Universitas Brawijaya. These human resources are English language lecturers who teach in the two study programs of English Literature and English Language Education. Faculties or schools outside the Faculty of Culture Studies always request human resources from the Faculty of Cultural Studies to teach ESP in those institutions.

Coordination between the Faculty of Cultural Studies and other faculties is established in the area of human resource usage. Meanwhile, the curriculum, syllabus, assessment, and learning process at the class level are fully left up to the lecturer teaching ESP. Although several faculties have asked that its students be given TOEFL Preparation courses, in general, research observations have indicated that faculty management have requested that ESP lecturers be given full independence regarding the teaching materials and process. The party of the user, as faculty management, only desires that students learn the English language according to their field of study, and that students can improve their competence of integrated skills in the English language.

This research was conducted in the even semester from February-July 2022. Participants of the course were students of semester 2 or new students who had just left high school one year ago. At the beginning of the semester, classes were conducted conventionally with face-to-face classroom meetings. However, just one week into the start of courses, there was a statistical increase in the number of COVID-19 cases, which forced courses to be conducted online again. After 2 weeks of online learning, the chart of COVID-19 cases indicated a decreasing trend, which led the authority of the Faculty of Agriculture at the Kediri campus of Universitas Brawijaya to decide to conduct hybrid learning.

The course of ESP is one of the courses that is also taught in a hybrid manner. ESP for agriculture was taught in two classes: class A that was composed of 54 students, and class B that was composed of 53 students. In both of these classes, learning was conducted in a synchronous hybrid manner, in which a course meeting was divided into 2 classes: a synchronous online class for half of the number of students and a synchronous offline class as a conventional class for the other half.

The selected learning materials were text-based materials with the theme of agriculture. The texts were in the form of both scientific and popular articles. Several texts were taken from popular magazines with the discussion theme of agriculture, while several other texts comprise scientific articles from international journals. Several examples of texts that become the learning resources for students include agriculture from Wikipedia, sustainable agriculture, agriculture, ecology, technology, and other similar themes. With these texts, students performed several activities, which included reading aloud several sentences, finding new vocabulary, discovering main ideas, and answering comprehension questions. Several other activities that are related to those texts were also performed, such as working on gap filling, matching, and grammar exercises. Considering that in this hybrid learning mode the learning is conducted in a synchronous manner, meaning at the same time as well as in the same and different places, several students were also asked to show their answers spontaneously in both oral and written forms. This showing of work by students applied for students in both the online class and the conventional face-to-face class.

METHODS

This study applied a mixed method as its methodology. Mixed methods studies can either combine methods from different paradigms or use multiple methods within the same paradigm, or multiple strategies within methods. It means the use of quantitative and qualitative methods as components of a research design (Thurston and Meadows, 2008; Caruth, 2013). The way mixed methods research can be used to investigate complex social phenomena, reveal patterns and associations, provide generalizations and develop and test theories and also provide rich evidence to illuminate understanding of educational topics is discussed (Sammons & Davis, 2017).

Mixed methods research methodology utilizes both quantitative and qualitative data collection methodologies. For, examples; interviews and questionnaires, performance tests and observation, questionnaires and follow up focus groups, or document analysis (Terrell, 2012). The design of mixed method applied in this research used the convergent design in which the researcher collects quantitative and qualitative data concurrently, analyzes the two data sets separately, and mixes the two databases by merging the results during interpretation.

In this research, a survey was conducted by distributing online questionnaires to 107 students from 2 ESP classes that took part in the course in the hybrid manner participating in the Agriculture ESP. In addition, a qualitative approach was also applied to interpret how the social world is experienced and understood by individuals in their social contexts (Dooly & Moore, 2017).

Therefore, the qualitative approach in this research was conducted by doing interviews, observation, and documentation to obtain a more in-depth picture on their perceptions and learning experiences. The utilized data analysis technique was the descriptive qualitative technique. The obtained data were those related to the process of ESP learning with the mode of hybrid learning.

Questionnaires were used to collect the data about the student's perceptions toward the hybrid learning for ESP subject. The instruments were adapted from first, a journal article entitled "Teaching ESP Using MYKLASS in Universitas Muhammadiyah Yogyakarta: Students' Perception", published in LLT Journal: A Journal on Language and Language Learning, Vol. 25, No. 2, 2022 (Farahsani & Harmanto, 2022); and second, it was adopted from a study (Gyamfi & Sukseemuang, 2018) entitled "EFL Learners' Satisfaction with the Online Learning Program" published in Turkish Online Journal of Distance Education-TOJDE, January 2018, Vol. 19, No. 1. The first is dealing with three main domains, they are students' attitude toward hybrid learning, students' perception of ease, and student's perceptions of the aspect of benefits. Whereas the second article is dealing with student' perceptions about English language skills.

RESULTS AND DISCUSSION

Student Perceptions toward Hybrid Learning of ESP

The following tables describe student's perceptions about hybrid learning in ESP which is categorized into four abovementioned domains.

TABLE 1 | Student's attitude toward hybrid

Statement	Totally agree	Agree	Don't know	Disagree	Totally disagree
1. Hybrid learning is easy to understand and easy to use.	64	36	1	6	
2. The use of hybrid learning has increased flexibility in my studies.	63	40	1	3	
3. The use of hybrid learning has facilitated my studies.	60	44		3	
4. The use of hybrid learning has improved my communication with my lecturers and classmates.	54	41	1	6	5
5. The use of hybrid learning has increased the pedagogic value of the courses being taught.	55	44	5		3
6. Using hybrid learning has improved my communication with other students.	50	41	2	14	
7. Using hybrid learning has helped me solve problems related to my lectures.	61	42	1	3	

The above [Table 1](#) describes the student's perception toward ESP with hybrid learning especially concerning the student's attitude. From the table we can see that the majority of students have a positive attitude toward hybrid learning. Out of 107 students, between 50 and 64 [46% to 50%] totally agree; and between 36 and 44 [33% to 41%] agree to the positive statements of hybrid learning. It means

that more than 85% of the students have a positive attitude toward hybrid learning. They perceive hybrid learning as easy to understand learning mode, flexible, improving interaction, and helpful to solve learning problems.

TABLE 2 | Perception of ease

Statement	Totally Agree	Agree	Don't Know	Disagree	Totally Disagree
1. I have sufficient technology to access the materials	74	29	1	3	
2. I have time to access online materials.	75	28	1	3	
3. I know how to access the material provided online by the lecturer.	72	31	2	1	
4. I know how to navigate hybrid learning-based materials	76	22	2	7	
5. The language in the material is easy to understand	67	33	2	6	
6. Online learning instructions by lecturers are easy to understand	68	36	3	1	
7. It's easy to do my assignment with hybrid learning-based materials.	74	31	1	1	
8. Internet connection is not a problem for me.	37	20	1	22	27
9. Online forums facilitate my interactions with classmates and lecturers.	55	24	10	12	6
10. I often experience technical problems with hybrid learning	14	15	4	52	32

[Table 2](#) shows that about 55 students [51%] of the students totally agree with the positive statements of hybrid learning particularly about their perception of ease. Meanwhile, at least 22 [20%] say that they agree with the positive statements. In other words, the majority of the students or more than 70% have a positive perception of

ease about hybrid learning. Although more than 50% of the students say that internet connection is a problem for them, especially interesting is that more than 75% of them think they disagree with the negative statement of hybrid learning, meaning that most of them do not experience technical problems with hybrid learning.

TABLE 3 | Aspect of benefits

Statement	Totally Agree	Agree	Don't Know	Disagree	Totally Disagree
1. The material in the hybrid learning-based English course provided me with an extensive source of learning material	66	32	2	7	
2. Hybrid learning-based English course materials help my understanding of a topic better	58	39	7	3	
3. The material in the hybrid learning-based English course improves my ICT skills.	48	33	7	9	
4. The material in the hybrid learning-based English course increases my interactions with friends and lecturers.	51	38	1	17	
5. Learning English using hybrid learning gives me more time to explore learning resources.	73	30	1	6	
6. Learning English using hybrid learning increases my motivation.	73	32		1	
7. Learning English using hybrid learning helps me become more independent.	70	34	2	5	
8. Learning English using hybrid learning increases my confidence in expressing ideas and opinions.	78	23	1	6	
9. Learning English using hybrid learning makes learning more enjoyable	68	35		4	
10. Online assignments increase my self-discipline.	54	33			

About the perception of the students on aspects of benefits, the above [Table 3](#) explains that nearly 70 students [65%] of them have a positive response to the positive statements dealing with the benefits of hybrid learning. They think that hybrid learning is helpful in understanding a topic

better, improving their ICT skills, and making learning more enjoyable. Even more, 78 students totally agree and 23 [85%] agree that using hybrid learning increases their confidence in expressing ideas and opinions, meaning they perceive hybrid learning beneficial.

TABLE 4 | Perception about English Language Skills

Statement	Totally Agree	Agree	Don't Know	Disagree	Totally Disagree
1. Hybrid learning helps me to improve my listening skills	66	37		3	
2. Hybrid learning improves my speaking and pronunciation skills	59	36		7	
3. Hybrid learning improves my reading skills	72	31	2	1	2
4. Hybrid learning improves my writing skills	77	28		1	1
5. Hybrid learning improves my vocabulary skills	71	36	1	1	
6. Hybrid learning improves all my English language skills	79	26		2	
7. English language learning activities with hybrid learning has a positive impact	74	31		2	
8. English language learning activities in hybrid learning classes are appropriate to my learning style	66	22	12	7	
9. The English language as the introduction that is used in hybrid learning classes is appropriate to my skill level	70	31	1	5	
10. Hybrid learning provides sufficient teaching materials to assist me in learning English	79	22		6	

From [Table 4](#) above, it may be described that the majority of students who participated in ESP with hybrid learning had positive perceptions on hybrid learning. More than 85 students [79%] of students had the opinion that their language skills and integrated English language capabilities improved. The majority of them, as 85% felt that learning with hybrid learning had a positive impact on their learning. Furthermore, the majority of students had the opinion that the teaching materials during learning with hybrid learning, in addition to being appropriate to their language skill level, could also assist in learning English independently outside the classroom. It was interesting that the theme of agriculture that was selected by the lecturer was considered appropriate to their interests and appeal. In the end, the majority of students felt that the learning environment of ESP with hybrid learning was interesting and enjoyable.

Learning Experience for ESP with Hybrid Learning

To strengthen and complete the data obtained from the survey, interviews were conducted. From the interview results, students had the opinion that hybrid learning for ESP was conducted in a quite relaxed and not awkward manner. This was even perceived to be easygoing at times. The given materials were quite easy to understand, but even so, students sometimes felt confused because many assignments were given in an impromptu manner. This was stated by student A, as given in the following explanation.

There was still formal interaction, though the learning was conducted calmly and so students were not too awkward in the learning process. Yet, this sometimes also made students too laidback, leading them to ignore existing assignments or lack appreciation of the lecturer. Sometimes students were still confused regarding the lecture plan in one semester because the explanation given by the lecturer was only in the form of notes that were explained "on the spot" or while teaching.

The opinion supports the results of an action research study conducted by ([Leh, 2002](#)) which indicated that students were in favor of hybrid courses and that the use of different synchronous and asynchronous communication strategies had an impact on online communities.

In hybrid learning, the group of students who learned in the synchronous online class were all actively participating in learning by always turning on their cameras. The students who were interviewed explained that they were proud when the lecturer compared them to the students of the main campus of Universitas Brawijaya Malang, because only a few of the students of the Universitas Brawijaya Malang campus turned on their cameras. When the lecturer praised them, they were proud, and this increased their learning spirit. The explanation of student B below is the result of the interview regarding the experience of learning ESP with hybrid learning.

During online classes, most only join Zoom and then ignore it, but during the course with Mr. Sugeng, everyone turned on their cameras, and then Mr. Sugeng said, "I like it when I teach here, I want to take a picture to show the students at UB Malang that in Kediri, all the students were on camera." It was very pleasant to make Mr. Sugeng proud. During online classes, Mr. Sugeng was very interactive with the students, so the students were not bored in listening to the lectures.

A student who was interviewed said that at the beginning of courses, the student had mixed feelings of nervousness and curiosity. However, as time progressed, the student began to be able to adjust to the hybrid model. He found that the lecturer was flexible enough in managing the learning activities especially in terms of correcting the students' utterances in speaking activity. Instead of correcting the students' mistakes, the lecturer provided examples of correct utterances.

According to the findings of the ([Mansour & Mupinga's, 2007](#)) qualitative study, flexibility in the class schedule and the instructor's availability were positive experiences in the hybrid course. Hybrid courses provided students with both structure and opportunity for involvement in the learning process ([Tuckman, 2002](#)).

The explanation of the student is documented in the resulting interview with student C, which is transcribed below.

During the English class, the material that was delivered was very interesting. Specifically during vocabulary lectures, I learned a great deal of foreign vocabulary that I had not known before. The English lecturer is also very enthusiastic and always impromptu. Yet, the teacher is very kind and funny, so my friends and I very much enjoyed the English course.

Meanwhile, student D in the interview stated that the disadvantage of participating in hybrid classes in the offline session is that the student had difficulty finding answers to lecturer questions by searching on the Internet, unlike when the student participated in online sessions. This is also supported by literature showing that hybrid learning system is considered as unfavorable owing to lack of or poor internet connection, financial constraints to own the requirements for learning (i.e., personal computer and smartphone), and no personal interaction with teachers as well as classmates ([Baloran, 2020](#))

What was the most disadvantageous for the offline students was that during quizzes, the online students could explore freely to surf the Internet and discover the answer, while the online students had to focus on answering without any help of any kind. Another problem is the internet connection is sometime unstable so that I could not connect it for searching the resources.

Another student, student E, stated that the first time it was announced that classes would be held offline in full, the student felt very happy because during the one past year, the student had been learning online in high school. However, just one week into classes being held offline, suddenly there was a policy that changed offline learning to hybrid learning, where half of the course students were in synchronous online classes and the others were in synchronous offline classes in the classroom. Student E initially felt awkward when speaking in the offline class because of having gotten used to the online class. The student stated that the first time the student saw the campus and other friends, the student was surprised because of the simple campus buildings; the student imagined that the UB campus in Kediri would have many buildings and complete facilities. Below are the results of the interview with student E.

In Semester 2, the policy of offline and online classes made me slightly overwhelmed because for the online class, washing up or not had not been a problem. Then, the first time I spoke with a friend, I felt slightly awkward because for almost two years, I had not spoken to my university friends directly.

The aspect of appeal turns out to be the aspect that is considered important, and it becomes the trigger of motivation for students to appreciate the English language and to continue learning English even though the ESP course has been completed. Student F, who was interviewed, stated that the teacher was quite spirited and disciplined in sending out and giving feedback on assignments, and the given learning materials were rather varied and up-to-date. The student felt able to understand quickly the materials being taught, particularly in reading study skills. Student F explains that further in the following description.

Over the progression of English language learning in this semester, I feel that things have been more than sufficient, since Mr. Sugeng was the lecturer. In addition, the materials being delivered may be said to be made easy for students to understand, and are quite varied and up-to-date.

From the results of the interviews, in general, several interesting phenomena were discovered regarding the implementation of hybrid learning in ESP learning, specifically in the field of Agro Eco Technology. The phenomena covered the fields of the usage of digital or Internet technology in learning, the process of ESP learning, and class management. In the field of the utilization of information technology, it was found that the Internet technology facilities that were provided by the department management party has been sufficient to support hybrid learning.

In student activities that are based on oral skills, students were asked to create an oral introduction clip, individual presentations, and group presentations that are recorded in video form to be then uploaded on a YouTube channel. The lecturer initiated the 'everybody is a YouTuber' program for the students to take advantage of YouTube to show their oral work for the course in the form of a video recording, for which the link was posted on Google Classroom. Another form of the students showing their work in written form was uploaded to Google Classroom as supplementary media for supporting synchronous learning in both conventional and online classes. The media of Google Classroom was also used as an asynchronous space for sending learning materials, viewing course schedules, turning in student assignments, and uploading exam questions.

In addition to the showing of oral work that was uploaded on the YouTube channel, students were also asked to upload their showing of written work in the form of an e-mail. Students were asked to create a made-up company and to appear to offer the agricultural products made by the company to potential buyer candidates. Student e-mails were also in the form of product introductions to the public regarding the advantages of agricultural products that are made by the company. The e-mails that they sent became assignments or written quizzes as part of the final evaluation. Google Classroom became the media for students in posting their assignments, and the lecturer utilized the media to give feedback.

The students interviewed explained that ESP learning in the field of Agro Eco Technology with the mode of hybrid learning was able to improve their skills in the English language. The skill of understanding academic texts on the field of agriculture as well as vocabulary and terms in the field of Agro Eco Technology, and confidence in expressing ideas in the English language orally and verbally, are several examples that by students are considered an improvement of learning results while taking part in the course. Furthermore, students felt that the teaching materials given through hybrid learning could be utilized for independent learning outside the classroom. This finding was supported by (Rusmana & Rahmayani, 2020) that says that the hybrid learning model increases student activity. Student responses to learning through the hybrid learning model implementation increased to 83.93%. This shows a positive response (Rusmana & Rahmayani, 2020).

Perception and Experience in ESP Learning Process

Studies repeatedly show that student perceptions are an important determinant of student behavior and an understanding of these perceptions can be more useful in explaining their behavior than the well-intentioned inferences sometimes made by teachers (Hazari, 2014).

The learning experience is important because it helps the student to understand themselves. It is significant in building their skills, ideas, and perspectives. The objective of the learning experience is: to acquire the desired skills, to promote knowledge and to nurture the existing passion and crafts that a student has. Eventually, it will be applied to the learning in life, bringing out the potential within the students (Rice, 2020).

The findings of this study indicate something unique and special. In terms of student characteristics, as explained above, apart from their more book-oriented nature and teacher-centered learning style, there is also a factor of behavior change as a result of post-pandemic conditions. It is behavior described by some experts as laziness and reluctance to concentrate during the conventional learning process. Considering those things in hybrid learning, half of the classes are carried out conventionally and the rest are synchronous online, when the researcher who is also a lecturer in this ESP course found students' passivity in the two learning modes, the researcher made several breakthroughs that made students actively involved in it.

One of the breakthroughs made by researcher is asking students to upload videos on the YouTube channel. All students are asked to give likes, comments, and subscribe to the YouTube channel owned by all their friends in one class. They upload some spoken activities such as introduction oneself, pair work, group work, group and individual presentation. What the researcher call the "everybody is a YouTuber" activity gets a positive perception from students, and is perceived as an interesting and memorable learning experience. The researcher chose this activity with the consideration that one of the solutions for their learning style and passivity is to apply the principle of active involvement and give them the opportunity to do language

exposure through the YouTube channel. In addition, researchers also connect them with English learning links available on the internet for independent learning. What the researchers did received positive responses, and several students who were interviewed said that this was an interesting learning experience that was different from what they experienced when they studied in high school.

CONCLUSION

The point of becoming an international-standard study program in the vision of the Agro Eco Technology Study Program made English language capabilities a requisite for the students. The pre-intermediate level is the desired level by the administrator of the study program. Learning that utilized the hybrid mode was the decision of the university leadership in responding to the COVID-19 condition that has been heading in the direction of the "new normal". Based on the results of this research, ESP learning in the field of agronomics with the mode of hybrid learning has been perceived to be able to improve the English language capabilities of students. Most of the students felt that the learning environment for ESP with hybrid learning is interesting and pleasing because it is not awkward. They have positive responses about statements on the issues of attitude, of ease, of aspects of benefits, and of English language skills. Furthermore, it becomes interesting when students feel increased motivation when the lecturer gives appreciation and compares them to the students of the main campus who are reluctant to turn on their cameras in online sessions. Aside from the minor hindrance of Internet connections that were sometimes unstable, in general, students stated that they had a significant learning experience in the learning of ESP with hybrid learning.

At the second points, several studies indicate that the lockdown due to covid-19 had an impact on students' anxiety and academic achievement. And therefore, hybrid learning could be an alternative to cope with the problem of learner's behavior that has been changed during post-pandemic situation.

ACKNOWLEDGEMENTS

The researcher expresses his gratitude to the participants who voluntarily involved in this study. The researcher also highly appreciates the constructive feedback from the reviewer(s) to improve this paper.

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

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Designing unlocked gramm application to promote students' self-directed learning

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The process of self-direction is viewed as essential for achieving worthwhile and significant educational achievements. It is related to setting up learning objectives, keeping one's intentions, and aiming for high-quality learning. In order for students to reach the ultimate educational goal of being continuous learners with the ability for future educational progress, learning interests, and possibilities for lifelong learning, self-direction with the involvement of technology is considered as crucial. The objective of this study was to create the Unlocked Gramm mobile application, which would increase students' motivation to learn grammar and promote students' self-directed learning using Design and Development (D&D) methodology as research design. Questionnaire with quantitative analysis and interview for qualitative analysis were used to examine the design, development, and evaluation of the media. The study was considered successful with the score of Likert Scale 3.8 from the range 1-5 to the fact that the generated application was a good medium and satisfied the requirements for an appropriate media based on the evaluation results.

Keywords: Unlocked Gramm Application, Grammar Mastery, Students' engagement, Self-directed learning

INTRODUCTION

Students are being exposed to English in casual situations more frequently due to the growth of computer-assisted language learning (CALL). The practice of CALL, which is quickly gaining popularity, increases students' opportunity to learn languages outside of the classroom ([J. S. Lee, 2019b](#); [J. S. Lee & Dressman, 2018](#); [Reinders & Benson, 2017](#)). Given the knowledge-based culture of today, learners are required to take greater initiative and responsibility to plan their own learning processes.

With or without the assistance of others, self-directed learning (SDL) enables people to take charge of their education by choosing what and how to learn ([Meriam et al., 2014](#)). The SDL is said to become one of the crucial survival talents that students ought to possess. SDL is additionally regarded as an efficient learning engagement because of college instruction necessitates for independent learning. Higher education students must be engaged in their own learning and capable of carrying out individual activities whenever and wherever they choose.

The emphasis SDL is on learning rather than teaching and the focus on encouraging students to gain knowledge by learning and how to learn rather than being given instruction have been goals of learning growth through instruction at the higher education level. The student is seen as the most important individual in the learning process, and classroom management has thus far been based on the idea that all pupils should be allowed to learn and develop themselves.

OPEN ACCESS

ISSN 2503 3492 (online)

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Received: 21 th February 2023

Accepted: 24 th March 2023

Published: 13 th March 2023

Citation:

Indrayani, N., & Khumaidah, S. (2023).
*Designing unlocked gramm application
to promote students' self-directed
learning.*

J. Eng. Educ. Society, 8:1.
10.21070/jees.v8i1.1716.

Therefore, it is crucial that teachers guide their pupils in the process of self-directed learning, which allows them to take ownership of their own education. The students choose their own requirements and learning goals, develop the experience and materials that go with it, and then assess themselves. By creating an environment that supports student-centered learning, the instructors more closely resemble facilitators than they do direct teachers.

Given the current widespread use of information and communication technologies (ICTs) in higher education, more studies on SDL with technology is required, as SDL as a process is significantly improved by the affordances of ICTs (K. S. Lee et al., 2014; Teo & Koh, 2010). ICTs assist students in making decisions regarding SDL procedures because it enables them to access a range of information sources, identify and evaluate content, explore their interests, and connect with peers and professionals. Informal digital learning is seen as an engaging and effective way to improve EFL teaching and learning and promote SDL. When students have little opportunities to naturally use English inside of the classroom, it has been recognized that studying in informal settings can be very successful for EFL teaching and learning (Richards, 2015).

The relationship between EFL students' informal digital involvement with SDL and their English learning results is a major source of concern for many CALL academics and practitioners. Informal digital learning has proven a positive impact on students' receptive English language skills (Cole & Vanderplank, 2016; J. S. Lee, 2019c; Sockett & Toffoli, 2012; Sundqvist, 2019; Sundqvist & Wikström, 2015); their productive English language skills (Lai et al., 2015; J. S. Lee & Dressman, 2018; Reinders & Wattana, 2015; Sundqvist & Wikström, 2015); and affective variables (Lai et al., 2015; J. S. Lee, 2019a; J. S. Lee & Dressman, 2018; Sundqvist & Sylvén, 2016).

As for grammar mastery for the main concern in this study is one of crucial language competencies as the main goal of teaching and learning in any language to be acquired to communicate with native speakers and in the target language. Ur (2012) stated that people who understand grammar are people whose communication is easy to accept since without adequate grammar, language production and language acceptance will be hampered.

But in reality, many students are afraid of learning a foreign language because they feel they do not master its grammar because of some reasons. First, learning grammar is considered difficult because it involves a certain structure. Second, grammar is studied using a monotonous method. Third, the limited time to learn grammar in class, so that students' enrichment of the material is very lacking (Papatungan et al., 2022).

In addition, although the role of mastery of English grammar is very important, many educators do not pay attention to this language component. At every level of education, teaching grammar is always considered the most difficult skill to teach. Learning grammar is also considered to be the most boring language skill to learn.

So, to overcome these problems, learning innovations are needed that allow students to learn grammar with fun.

From the preliminary study that has been done, it was found that grammar learning in the classroom is not optimal. Mostly, students still use the conventional way of mastering grammar, namely through the method of studying the theory of the formula and answering practice questions in class. In fact, enrichment and repetition are very important for grammar mastery. In addition, to repeat the exercises at home, the students tend to be lazy and feel burdened. However, lecturers only have a limited amount of time to assess each student's command of grammar, making it impossible to accurately gauge how each student's skills are developing (Al-Mekhlafi & Nagaratnam, 2011).

One of the teaching strategies created to allow students to learn without being constrained by time or geography is mobile learning. The creation of learning media that can be accessible anywhere and at any time is required to achieve a learning that can be used at anytime, anyplace. In order to make it simpler for students to access the media, learning media is created for mobile platforms. This educational resource was created as an Android application that can be opened with ease on a smartphone running the Android operating system. The Android operating system was created for Linux-based mobile devices, and it may be used to create instructional media that will pique students' attention through social media and educational games.

On the other hand, the use of gadgets or smartphones is something that cannot be separated from our lives today, especially millennials. They spend more hours with their smartphones with a lot of clicks on smartphones and attempts to open the screen per day. Of course, this is an opportunity, how students can use their smartphones to improve their grammar mastery in a fun way and without feeling burdened.

The development of learning media with mobile learning can help students access the subject matter. The material is summarized in an application that can be opened using a mobile device such as an android smartphone. With the material that is summarized in an application and can be easily accessed by students, it is hoped that students will access the material more often so that student achievement can increase.

The framework of this research is that the Grammar subject in reality is often underestimated by students, because the learning process is less interesting and boring. The existence of such a situation needs to be improved in learning activities so that what is done by the teacher is not monotonous and boring. The use of Android applications for Grammar subjects can be used as an alternative for interesting learning activities.

The Android application, which is one application that utilizes technology in the form of a quiz, is called Unlocked Gramm. With this application, it is expected to attract the attention of students so that they can concentrate during learning activities, and student learning outcomes, especially in Grammar subjects, can be increased.

In order to promote students' self-directed learning, which is considered one of the successful factors for the dimension of lifelong learning for adult learners, and encourage the improvement of students' grammar mastery in a fun way, this study attempts to explore this issue with the goal of developing an Android Unlocked Gramm application. These findings enhance our understanding of informal digital learning and have consequences for both research and pedagogy. They can help close the interdisciplinary gap between meta-analysis learning and computer assisted language learning. Instead of employing keywords that are patterns or numbers, this application's lock system on smartphones uses keywords that are grammatical exercises that we wish to learn. The three areas of emphasis in this study are: 1) the Unlocked Gramm android application's design and development; 2) the Unlocked Gramm application's quality; and 3) the Unlocked Gramm application to promote SDL.

METHODS

Research Design

The development research design that underpins this study points to create an object. [Gay et al. \(2012\)](#) claims that rather than testing a hypothesis, development research aims to create a useful product for all parties involved. Meanwhile, to design and validate educational products, the process of research and development is used, according to [Gall et al. \(2003\)](#). This research used Design and Development (D&D) model which refers to the framework as in [Figure 1](#).

Figure 1. Design and Development Research Procedure ([Reeves & McKenney, 2013](#))



Initial problem identification took place before the investigation began. The problem is that there isn't enough time to study and teach grammar. After pinpointing the issue, the study's objective was carried out. The aims of this research are: 1) to determine the model of the instructional materials for the Unlocked Gramm application, 2) to identify the development of the Unlocked Gramm application, and 3) to identify the quality of the Unlocked Gramm application. Thus, application design and development is acted upon fulfilling these goals.

Goals should guide the creation of artifacts. Here, the item created by this study is the Unlocked Gramm application. Design and create a grammar-related application called Unlocked Gramm. To determine whether the created artifact satisfies the requirements and functions set forth for it during the design and development phases, artifact testing is

conducted. To determine whether the artifact has complied with these requirements, tools such as the validation sheet and expert assessment are utilized. The choice regarding whether or not the product needs to be updated after expert testing is evaluated as the following stage, which is a crucial step in the process.

The last stage is informing EFL students the test results when all the exams have been finished. After the evaluation stage's results have been completed by specialists, communication is conducted in this instance. Since the product will be utilized as a tool for further research, this is a crucial step when feedback and input are gathered for the product's development.

Participants and Data Collection

The research design employed to EFL university students of English Department at UIN KHAS Jember as their reflection of self-directed learning which was documented through questionnaire analysis and in-depth interview to some selected students. They were asked to elaborate on how they engaged with informal digital activities using Unlocked Gramm application and their opinion on the specific device for experience. The interviews were conducted in either English or Indonesian, depending on the interviewees' preferences.

Data Sources and Research Instruments

Researchers employed a variety of tools to help them gather data for this investigation. The various tools that researchers employ to gather data include:

Questionnaire

The questionnaire served as a tool to assess the effectiveness of the research. The questionnaire used in this study includes a number of criteria or elements that serve as an assessment of the created learning

application that was designed and adapted from [BNSP \(2017\)](#). It was then validated by two teachers of Advanced English Grammar. List of questions is in [Appendix 1](#).

The questionnaire was used in order to find out whether the Unlocked Gramm application that was developed can be applied or not.

Interview Guide

To support the quantitative data obtained from the questionnaire and to understand deeper on the phenomena that might come up from the result of the questionnaire, qualitative measurement was employed, which was semi-structured interview guide. A semi-

structured interview guide was administered to students who had approved the consent request and completed the questionnaire. List of interview questions is in [Appendix 2](#). The purposes of the interview were (a) to verify students' quantitative responses, (b) to obtain a deeper understanding of their questionnaire responses, (c) to identify their perceptions and hopes toward Unlocked Gramm application, and (d) to elicit the nature of their self-directed learning activities using Unlocked Gramm. The in-depth interviews were documented for 30 to 60 minutes.

Technique of Data Collection

Three primary processes make up the data gathering method: designing and developing artifacts, testing artifacts, and assessing test outcomes.

The process of designing and developing artifacts begins with an examination of pertinent documents. Furthermore, the artifacts were assessed by authorities to test the implementation. The further explanation is presented on [Figure 2](#).

Feature 2. Procedure of Data Collection



a. Designing and developing artifacts

The Unlocked Gramm application was designed and developed primarily from the course syllabus. The material is created and developed while taking into account a number of variables, including the syllabus's learning materials and the standards for quality learning media.

b. Testing artifacts

Before being used in the classroom, apps that have been developed and designed go through professional review. The test is administered by supplying a checklist sheet and a validity form for professional evaluation.

c. Assessing test outcomes

In order to reflect the test results and make the best choice possible regarding the product, evaluation is done last. Final revision is crucial in this case to make sure the output is error-free so that it can be used for future research.

Data Analysis Method

Data were analyzed quantitatively and qualitatively. To answer RQ1 about the Unlocked Gramm android application's design and development, a library study was conducted as data to gain the research plan and implementation of product design and development.

For RQ2 as to investigate the quality of the product, a questionnaire which included three parts: content, layout, and language was given and analyzed using Likert Scale with the range of 1-5— i.e., 1 (Very Inadequate), 2 (Very Inadequate), 3 (Modest), 4 (Suitable), and 5 (Very Suitable) (see [Table 1](#)). A descriptive statistic using mean score was then conducted to examine whether or not the Unlocked Gramm was suitable to

be applied.

Table 1 |. Score Category as Media Assessment Adapted from Likert Scale

Interval Score	Classification
1.00	Strongly Disagree = Very Inadequate
1.1 up to 2.0	Disagree = Inadequate
2.1 up to 3.0	Undecided = Modest
3.1 up to 4.0	Agree = Suitable
4.1 up to 5.0	Strongly Agree = Very Suitable

Finally, in order to answer RQ3 about the Unlocked Gramm application to promote SDL, an in-depth study using self-made semi-structured interview questions was constructed as an appropriate analytic framework and was asked to TBI students to analyze their engagement using Unlocked Gramm to promote SDL. Accordingly, the relevant data were transcribed, sorted, coded, and synthesized to answer the RQ3.

RESULTS AND DISCUSSION

Design Of Unlocked Gramm Applications

In learning Grammar, students of English Education Department (TBI) UIN KHAS Jember have difficulty due to boredom and lack of motivation. Referring to students' interest in the digital world and effective teaching methods using technology, researchers feel challenged to conduct research in the form of a design for developing ICT-based learning media (Information and Computer Technology).

Based on the above reasons, researchers have designed an Android Unlocked Gramm application learning media to improve Grammar mastery and promote their SDL. The development of the Unlocked Gramm application learning media must also be in accordance with the learning syllabus related to Advanced English Grammar that applies at English Education Department of UIN KHAS Jember which has the main goal of increasing student competence in grammar of TOEFL-based language. In addition, the development of this Android application media must also meet the criteria of a good learning media. Preparation and development of learning media for the Unlocked Gramm application to improve Grammar mastery.

Unlocked Grammar as Product

The final result of this research is an educational application based on android and desktop "Unlocked Gramm" with enrichment material for Grammar mastery. This application is a learning media that can be used as a means of practicing questions and discussing Grammar material.

An educational application based on android and desktop "Unlocked Gramm" is a final product that can be used by anyone using an android smartphone and desktop in the form of a personal computer or laptop. The Android and desktop-based educational application "Unlocked Gramm" is relatively easy to operate because it has been adapted to operational standards for Android applications in general.

Android-based educational application and desktop "Unlocked Gramm" has advantages and disadvantages as a learning medium. The advantages of this medium include:

1. The "Unlocked Gramm" application is a Grammar learning media that is not only presented in smartphones, but can also be used on a desktop (PC or Laptop).
2. The android-based educational application and desktop "Unlocked Gramm" is easy to carry anywhere and can be used anytime, so that students can do Grammar Exercises even though they are not taking lectures.
3. Android and desktop-based educational application "Unlocked Gramm" has a simple design so it doesn't look complicated when used.

The disadvantages of this medium include:

1. Android and desktop-based educational applications "Unlocked Gramm" must use an internet connection in order to be used, if the network is not stable, it is possible that the application will error although this is not always the case.
2. There is no feature to connect student activities with lecturers, which allows lecturers to monitor student practice.
3. It is not yet available in Play Store.

Development Of Unlocked Gramm Application

It took six months of research to create the Unlocked Gramm learning materials to increase grammar proficiency. In order to ascertain the needs of students in the practice of grammar, including accomplishment indicators and a curriculum, the first three months of the study were done. Based on a perfect design to address the issues discovered in earlier research, the second three months of the study were devoted to media development.

The procedure for creating an Android game application is described in the paragraphs that follow. Studying the curriculum and syllabus is necessary since this research was conducted in stages, with the first step producing data on student performance indicators for the Grammar course. The author thoroughly examines each section of the syllabus to develop a thorough comprehension of the standards and fundamental skills that are presented therein for use in other media.

Standard and basic competences are studied as part of curriculum analysis. The fundamental competencies are then divided among a number of indicators and subjects. Mapped and assembled are further recognized subjects.

Setting the objectives for the actual learning process is the next step. The writer needs to be aware of the goal of learning before creating the media. Knowing this allows the author to plan the activities that should be offered in the media to assist students in acquiring the necessary Grammar abilities.

The next stage is selecting the content to be given after researching the curriculum and student competencies. This contains a description of the grammar rules, the layout and appearance of the media, and the language that should be used in the media.

The selection and organization of the grammar learning and activity subjects comes next. The process of creating media comes after everything has been prepared. This media development focuses on three key elements: media content, layout, and media-related activities. Obtaining expert confirmation comes next when media development is finished.

Steps of Implementing Unlocked Gramm Application

Steps of implementing Unlocked Gramm application are as follows:

Image 1: lock screen,

Feature:

- User can slide to start unlocking process
- Date and time
- Camera and flashlight button for emergency, can be accessed without going through unlocking process

Image 2: challenge screen,

Feature:

- After sliding in lock screen, user then presented with random grammar challenge, user can then pick the correct answer
- There is emergency button at the bottom of the screen to bypass the unlocking process if user in emergency

Figure 3|



Figure 4|



Image 3: confirmation screen,

Feature:

-

If users answer is correct, user then presented with the confirmation screen, and after 1 second the phone is unlocked

Image 4: confirmation screen,

Feature:

-

If users answer is incorrect, user then presented with the confirmation screen, and then user can click on the try again button to go through challenge screen again, with different challenge than before

Figure 5|

Figure 6|



Revision

- Add background
- Add basic feature such as date and time, Flashlight and camera button
- Modify layout

Figure 7| Before

Figure 8| After



Quality Of Unlocked Gramm Application

To assist two teachers of Advanced English Grammar as expert validators to evaluate the media, there are three components of media assessment. The three components are the content, which has eight validation items, the layout, which has five, and the language, which has five. Thus, there are 18 items in total. The checklist uses a scale of 1 to 5, which corresponds to very bad, bad, moderate, good, and very good. The results of the students' feedback are explained as follows.

Table 2| Result of Students' Feedback (see [appendix 1](#))

Nomor Item	Mean Score of Each Item	
	TBI 1	TBI 2
1	3/5	3/5
2	3/5	4/5
3	4/5	4/5
4	4/5	4/5
5	4/5	4/5
6	4/5	4/5
7	4/5	4/5
8	4/5	4/5
9	4/5	4/5
10	4/5	4/5
11	4/5	3/5
12	4/5	4/5
13	4/5	4/5
14	3/5	4/5
15	4/5	4/5
16	4/5	4/5
17	4/5	3/5
18	3/5	4/5
Total Score	68/90	69/90

Based on [Table 2](#), the score for the Unlocked Gramm media developed was 3.8, which means that the Unlocked Gramm media is a good medium based on the evaluation

results of expert assessments. The score indicates that the Unlocked Gramm media developed is an appropriate medium and can be used as a teaching material for Unlocked Gramm learning to improve Grammar mastery.

Based on the results of the evaluation, a comprehensive analysis was carried out to check and revise every feature in the activities on the Unlocked Gramm media to ensure that no errors remained. Several modifications were made based on the responses given based on students' feedback. Several explanations must be given before the lecturers and students can use this online application media.

In addition to being analyzed quantitatively, data from the questionnaires were also analyzed qualitatively in order to know the students' opinion on their self-directed learning of using Unlocked Gramm media.

Students' Self-Directed Learning Engagement Using Unlocked Gramm

Self-Motivation

EFL learners believe that they need to learn independently and may not only rely on the activities in the classroom. There are many language-learning contents which are integrated in technology, like in video, web-toon, comic, song, subtitle of movies and grammar learning application, which one of them is Unlocked Gramm. Reasons why they like to use digital learning are because it is easy to use, it is fun learning, and it contains much meaningful knowledge. They like digital learning because it gives something new about many contents, news, discoveries and especially about the new phrases, vocabularies, and expressions in English that is beneficial for themselves. They felt that digital learning helps them improve their ability in English Grammar and her motivation to learn English.

Self-Management

EFL learners used the digital devices almost every day. They said that they felt comfortable in using digital learning to train and improve their grammar mastery. However, they sometimes felt nervous in doing the keyword questions which they might make mistakes in choosing the right answers.

Self-Modification

EFL learners had various kinds of learning engagements. Kinds of digital learning that she uses are the one that had entertaining and interesting topics. The contents that they like are usually related to their needs and hobbies. They got the influences of English used by both native speaker and non-native speaker of English through the digital devices.

Self-Monitoring

EFL learners had their own target of learning. They said that they like digital learning because it is fun, entertaining, has meaningful content, and helps them as the visual learner in learning English. Through digital learning, they can have more discussion about any topics of English learning with their lecturers and friends outside the class.

Discussion

Instead of being seen as in conflict with youth culture, school has to be seen as a crucial component of a network of language learning environments that best supports the engagement and learning of a wide range of pupils ([Rajala et al., 2016](#)). The ability to develop multimodal digital artifacts and increase access to knowledge, information, and supporting communities are all made possible by technology, which is a key component of this strategy ([Kumpulainen & Sefton-green, 2014](#)). Students can immerse themselves in a stimulating environment while engaging in a variety of informal learning activities, such as watching movies or even playing online games, which are not always part of the school curriculum. Social media can be easily used to foster conversation, cooperation, and a participatory culture both within and outside of the classroom, including with experts and community members when appropriate ([Chen & Bryer, 2012](#)). People with similar interests can connect in online communities. Connected learning is interest-driven, socially entrenched, and focused on opportunities in the fields of education, business, and politics ([Ito et al., 2013](#)).

From the findings of this study and development, there are some highlights that. First, the design of the Unlocked Gramm learning media is an appropriate media design based on compliance with the curriculum and standards for good learning media. The findings of specialists' evaluations, who classify products into Android game applications, also support this. There are three main steps in developing the Unlocked Gramm learning materials: developing the materials, testing the materials, and evaluating the materials. The materials are developed through a series of steps that include: a) studying the curriculum, b) setting goals that must be attained, c) choosing and organizing activities, d) choosing and determining the type/genre of writing, e) developing the materials, and f) evaluating the materials.

Second, students that participated in the evaluation of the Unlocked Gramm learning materials were stakeholders. The application was identified as a good learning media based on the average score of the developed learning media. Students' autonomous activities may be impacted by the type of technology activities ([Lai et al., 2015](#)). Different technology resources may be available, usable, and accessible in different languages, and the social interactions that take place in technological spaces and are connected to technological resources may be different as well. As a result, informal digital learning strategies used by learners for various dimensions may differ across language learning environments.

Finally, this study demonstrates positive attitude on how students use technology in informal settings for a variety of language learning activities. The results of previous studies (Jarvis & Achilleos, 2013; Kee Ch'ng & Samsudin, 2013; White & Mills, 2014) are in line with how the participants viewed mobile phones to be associated with casual learning and simpler tasks and laptops to be associated with serious learning and more challenging activities.

Learners may use different technical tools for the same activity, depending on the task's self-described aims, its level of difficulty, and their knowledge and interest with the pertinent resources. It was discovered that elements such as sociocultural contexts, tempo-spatial circumstances, and task-specific characteristics all had an impact on how learners choose to use digital devices.

As this study was conducted only a particular class of EFL students in a certain university, the findings might be biased by the particularities of the number of population constraint. Despite this limitation, this study expanded the scope of the current inquiry to include self-directed learning. Therefore, this study addresses important research gaps and contributes to improving our understanding of informal digital activities in connection with self-directed learning by developing learning application. We hope that this study is a modest step toward more interdisciplinary endeavors. Future research may want to develop another application to promote self-directed digital language learning beyond the classroom in more number and diversity population.

CONCLUSION

A teacher cannot be replaced by technology. Technology is merely a learning tool. The distinction between technology and teachers is that the former has restrictions on what it is capable of. Because of this restriction, technology can be changed but not teachers. No one will ever change teachers. Teachers will advance and change with the times. The teachers' accountability and the students' understanding of their own learning are what matter. The best course of action for teachers is to select the resources that work best for them and their pupils, rather than those that appear to be the newest, coolest, or flashiest. Teachers can select appropriate technology to help their teaching and their students' learning to fulfill the pronunciation goals by taking into account which media will best accomplish specific teaching goals.

For teachers and students alike, keeping children engaged and motivated to actively study is a difficult task. The fundamental objective that results in the students' successful learning is to promote self-directed learning as an essential component of adult education. Another prevalent educational concept in adult education is self-directed learning. Self-directed learning is well understood as a process and a personal quality because to the body of literature on the subject. Self-directed learning must be put into practice, especially in formal educational contexts like higher education institutions. The environment in which learning occurs has a big impact on how self-directed learners behave, how they use resources and

tactics, and how motivated they are to study in a self-directed learning environment.

ACKNOWLEDGEMENTS

This article is based on a research project funded by DIPA 2022 of LP2M UIN KHAS Jember. We would like to thank the anonymous reviewers and editor of JEES (Journal of English Educators Society) for their constructive and valuable feedback on earlier versions of this article.

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

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Appendix 1| Questionnaire of Learning Media “Unlocked Gramm”

No	Criteria	Scale					Suggestion for revision
		1 (Poor)	2 (Fairly Poor)	3 (Moderate)	4 (Good)	5 (Very Good)	
A CONTENT							
1	Media contains instructions which are appropriate to students level and considering the syllabus						
2	Media contains relevant instructions to give exposure to the students to the use of target language						
3	Media contains instructions that give direction to the students to use what is being taught through the Media appropriately based on its communicative purposes						
4	Media contains instructions which direct the students to think chronologically and systematically						
5	Media contains instructions that give direction to the students to develop language skill with accurate and acceptable grammar and diction						
6	Media contains supporting features, such as text, table, picture, etc, which are relevance to the topics being discussed						
7	Media contains instructions that motivate students to develop life-skills						
8	Media contains instructions that develop students’ understanding about the value of tolerance and respect to diversity						
B LAYOUT							
9	Media presents instructions, illustration, and pictures in consistent pattern and structure which are appropriate to the characteristic of Media.						
10	The presentation of instructions in the Media are balanced in each chapter						
11	The presentation of Media encourages students to interact communicatively by using English						
12	The presentation of Media encourages students to use their creativity, and critical thinking						
13	The presentation of Media encourages students to be responsible with their own learning						
C LANGUAGE							
14	Instructions used in the Media contain language that is appropriate to the cognitive level of the learners.						
15	The language used in the Media is appropriate to the social and emotional situation of the learners						
16	Instructions presented in the media are clear and easy to be understood by the learners						
17	The instructions presented in Media contain appropriate grammar						
18	Media is presented in good organization						

Appendix 2. Semi-Structured Interview Guide for EFL Students' Self-Directed Learning Activities in Using Unlocked Gram

1. Do you like English learning as your hobby of using digital learning application during your leisure time? Please explain.
2. How do you enjoy learning English? Please explain.
3. Are you motivated to learn English on your own by using digital learning application? Why?
4. How do you manage your digital English learning resource outside the classroom? Teacher (other) instructed or self-instructed?
5. How do you assess which of the digital learning resources you use is more effective and efficient after each English learning process?
6. Do you think English learning using Unlocked Gramm is very important for your success in class? Why?
7. How do you set your own English learning goals for what you will learn from Unlocked Gramm digital learning application?
8. How do you organize your English learning hours by using Unlocked Gramm digital learning application?
9. How do you practice English learning using Unlocked Gramm?
10. How do you assess whether you have achieved the objective and outcomes you set up at the beginning after using Unlocked Gramm?



Positive psychology to flourish professional well-being: A qualitative study of Indonesian English teachers' perspective

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A qualitative study has been conducted to explore and encourage Indonesian EFL teachers' professional well-being using positive psychology. It used thematic analysis approach to scrutinize participants' well-being and their perception of PP toward their teaching practices during the covid 19 outbreak. By having 4 participants, CATI (Computer Assisted-telephone Interview) was administered to do a semi structured interview since the mobilization was still low during the pandemic. The analyses disclosed that the 5 pillar components of PP or known as PERMA, namely, positive and negative emotions, engagement, relationship, meaningfulness, and achievement were found in participants' responses to flourish their professional well-being. The results highlight that some elements of PERMA such as accomplishments and meaningfulness are not obtained yet since the participants are still in the process of achieving their most significant goals in their teaching career. Nevertheless, the other three elements, namely, positive emotion, engagement and relationship depicted clearly that all of them are stronger predictors in fulfilling their professional well-being. Moreover, the distinctive learning environment, years of teaching, institutional policies and participants' L1 did not show significant differences on how participants nurture their professional well-being. Thus, it is underlined that an EFL teacher's professional well-being is not only acknowledged as a personal and subjective occurrence, but it is also influenced by collective and social phenomena in the EFL teacher's teaching environment. Implications and profound understandings were discussed in this study.

Keywords: Burnout, ELT, Positive Psychology, Well-being

OPEN ACCESS

ISSN 2503 3492 (online)

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Received: 31th July 2022

Accepted: 23th March 2023

Published: 11th April 2023

Citation:

Nadlifah, K., Setiawan, S., & Munir, A.

(2023). *Positive Psychology to Flourish*

Professional Well-being: A Qualitative

Study of Indonesian English Teachers'

Perspective. JEES (Journal of English

Educators Society), 8(1).

<https://doi.org/10.21070/jees.v8i1.1693>

INTRODUCTION

For the past two years, a distance learning had been applied to every educational sector across the globe. This was the response of our government to keep the education working during the global spread of covid 19. Due to this condition, school stakeholders and especially teachers, who directly interact with the students, encounter some problems. In which they have to adjust the class management because the interaction between students and teachers has changed from face-to-face interaction into online interaction. The class management covers the instructional design, the learning activities, the availability of online platform as well as the devices including teacher's capacity to operate them, and so on. This condition certainly gives a huge impact in terms of students-teacher interaction and the transmission of knowledge before the pandemic happens ([Reimers, et. al, 2020](#)). Furthermore, this condition might worsen because our education could be seen as dreary.

Talking about this fact, it is known that teachers encounter burnout and exhaustion from online teaching (Sovitriana et al., 2019). This happens because they must be available all the time for the sake of online communication with the students in order to fulfill their presence to the students. Burnout is also known as one of the stressors that has a high contribution in the hindering performance for teachers. That is why teachers must thrive to stay positive during this condition even though they might end up missing the satisfaction in accomplishing their job (Soleimani & Bolourchi, 2021). As a result, teaching is widely recognized as one of the most stressful professions (McIntyre, McIntyre, & Francis, 2017), and rewarding but demanding profession (Mercer et al., 2016) with high burnout rates across the globe. Furthermore, it can directly and indirectly affect the quality of work life in school (Sovitriana et al., 2019), and significantly related to teachers' job satisfaction (Soleimani & Bolourchi, 2021).

Moreover, a study by Soleomani & Bolourchi (2021) found eight themes in Iran English teachers' job dissatisfaction and burnout statements: underpaid, overwork and high workload pressure, overtime, conflicts of interests and lack of autonomy, unfair appreciation and motivation, adapting to students' needs, negative behavior, and technology alliteration. Language teachers aren't immune to teaching's irony. For example, language teachers may be at a higher risk of burnout or dissatisfaction due to language anxiety. Since teaching English as a foreign language has unique challenges, different approaches are needed to promote English teachers' well-being. Teaching English as a foreign language to non-English speakers is difficult because Indonesians' mother tongues have different language characteristics than English. Unfortunately, language teachers' mental health is rarely studied, despite its importance to their ability to teach effectively.

The condition mentioned earlier can be improved by focusing more on the flourishing of teachers' professional well-being using positive psychology (PP) (Seligman, 2000). Not only is it important for instructors' own well-being, but also for their students' as well (Mercer et al., 2016; Oxford, 2016b). PP interventions have been implemented in schools and universities in an effort to enhance teachers' feelings of flow, hope, courage, well-being, optimism, creativity, happiness, grit, resilience, strengths, and laughter in order to foster language learning development (Sovitriana et al., 2019). PP intervention in language learning is also believed to help teachers to thrive and enable them to live meaningfully (Sujarwoto & Tampubolon, 2015). The promotion of growth and flourishing in individuals is a positive health-related result that well-being supports (Seligman & Csikszentmihalyi, 2000). This does not imply that PP is a replacement for well-known psychology, but rather that it is a part of its field that enhances aid in reducing negative sentiments. Psychologists have long sought to better human functioning by addressing its flaws and figuring out solutions to its difficulties (Babic, 2019). PP arose to ensure that both positive and negative dimensions are taken into consideration; to analyze both

instances of order and dysfunction in life that go well.

Additionally, Seligman (2011) asserted five elements of PP into a conceptual framework that account for what makes up the 'good life' or an authentic and sustained happiness and well-being. It is called PERMA which stands for positive emotion, engagement, relationship, meaning and achievement. Based on these elements, Butler and Kern (2016) developed a measurement instrument called as PERMA-profiler for researching PP and well-being which has been used frequently in recent studies. Unfortunately, this model is profound in the general field. Even though it does not specifically mention and manifest itself in the second language learning and acquisition (SLLA), its concept becomes notable in the SLLA area, and there is a lot of previous research that has validated the model.

In 2016, Oxford developed PERMA components and devised her own model into a more comprehensive and complex system for more specific purposes in the SLLA study. Once refined and validated, the model appears to have a considerable impact on language student well-being, as well as the well-being of language teachers. It is called EMPATHICS which stands for: E - emotions and empathy, M - meaning and motivation, P - perseverance (include resilience and hope), A - agency and autonomy, T - time, H - habits of mind, I - intelligences, C - character strengths, and S - self factors (Oxford, 2016b). She argued that it is necessary to adapt the PERMA model significantly in order to correct some logical weaknesses within the model, and fill the deficiencies. Unfortunately, even though claimed as more complex and comprehensive, this model should get more tested in validity and reliability.

Positive Psychology

Positive psychology has been known widely as one branch in the psychology field. One possibly helpful point of view from which to concentrate on EFL teachers' prosperity is from the perspective of positive brain science (MacIntyre, Gregersen and Mercer, 2019). Positive brain research lists innovative themes and hypothetical systems for second language study (MacIntyre and Mercer, 2014; Oxford, 2016). The goal is to help people live happier, more fulfilling lives by focusing on the positive. Seligman (2011), a proponent of positive brain research, explains his own progress. Initially, he thought positive brain research was about happiness and that life satisfaction was the best method to assess it. Positive brain research aimed to boost life satisfaction. Later, he says, positive brain research focuses on prosperity, and the best way to assess it is how well people thrive. The next structure to illustrate the importance of thriving is "Positive Emotion, Engagement, Positive Relationships, Meaning, and Accomplishment" (PERMA) (Seligman, 2011). When conceptualizing and enabling meaning were problematic, the aspect was left out of the inventive program (Shoshani and Russo-Netzer, 2017).

Joy, pleasure, and fun are all pleasant emotions connected with happiness. In addition, researcher has shown a link between emotional intelligence and prosocial

tendencies, the desire to put the needs of others ahead of one's own ([Luengo Kanacri et al., 2017](#)). As these are lovely encounters, they can be important for prospering, however, a certain feeling isn't adequate to represent an everyday routine very much experienced. Moreover, the positive connection among sympathy and prosocial conduct has been upheld, albeit this connection was viewed as more vulnerable for young ladies than young men. Moreover, it is also significantly influence the foreign language teaching enjoyment supported by high level of teacher's resilient, well-being and grit ([Derakhshan et al., 2022](#)). Furthermore, positive emotions, for example, appreciation and gratitude have been found to advance classroom positive vibes ([Froh et al., 2009](#)).

The next element in the PERMA model is engagement, defined as a sense of contribution as well as immersion in any endeavor, or else recognized as a state of "flow" ([Oxford, 2016](#); [Seligman, 2011](#)). Numerous research has proved that bonding between teachers and students are significantly beneficial for the learning process (e.g [Dewaele, 2021](#)). Besides, the ability of directing the present work is also perceived as important to enhance teachers' engagement. Furthermore, the class environment that supports engagement has been linked to better outcomes of language learning.

The third part of the PERMA model refers to good connections, such as getting support from others and feeling safe with others. Positive and secure relationships with family, friends, and coworkers are essential for health. It improves office culture and teamwork. Secure and stable connections between people who teach an individual will improve learning. Seligman's statement that "associations with others and connections give life meaning and purpose" was added to the model. Seligman's fourth idea is having a purpose beyond oneself. Part of PERMA's success is a desire to achieve individual goals which link to the ability to face challenges and maintain interest in goals despite disappointment. Their success has been linked to poise and determination. The following aspect of PERMA, namely, meaningfulness plays an essential role in the direction of life and keeps individuals to track their purposeful goals to be achieved on day ([Seligman, 2011](#)). Once teachers have an awareness that teaching is meaningful, they will be motivated as well as pour their life into it. Meaningfulness is one the benefits that EFL teachers intentionally reinforce and remind themselves of what drew them to teachers and the meaningfulness of their contribution to students and society ([Yong, et., al, 2020](#)).

The final element that fulfills the PERMA conceptual framework is accomplishment. It figures the achievement of goals accomplishment that EFL teachers may earn during their teaching practices. [Seligman \(2011\)](#) states that this accomplishment keeps an individual to maintain high level of motivation and satisfaction in achieving a meaningful goal. Additionally, he contends that the quest for achievement frequently is its own prize, regularly stretching out past collecting abundance or assets to all the more for the most part mean being (excellent) at one's picked

exercises. EFL teachers are no longer waiting to fulfill life satisfaction, but they need to seek and develop positively ([Yong, et., al, 2020](#)).

Well-being

Research and teaching applications of positive psychology in English language teaching and learning are expanding rapidly, with a wide range of topics and disciplines already being studied. During the period from 2011 to 2017, there has been a developing literature regarding positive psychology and its application in ELT ([Mercer et al., 2016](#)). PERMA-profiler is consistently used by researchers in the context of language training, to cite a specific finding from a prior study. In accordance with [Seligman & Csikszentmihaly's \(2011\)](#) methodology, which employs both qualitative and quantitative methodologies, it advocates for a stronger focus on context and culture. A comparison study between Chinese and Indonesian EFL teachers has been conducted by [Yong et. al \(2020\)](#). Discovering a satisfactory result which shows that PERMA-profiler is recommended and valid to use in both contexts. A big number of participants used in the study showed that the generalization of the result is accepted. Meanwhile, [Maulana, et al \(2018\)](#) have conducted research scrutinizing 30 Indonesians' perspective towards their well-being. They focused on elaborating participants' responses, and resulted in several key themes that were consistent with the previous studies in this field.

Moreover, prosperity is another key feature of brain science. [Oxford \(2016\)](#) said, "positive brain research is about human prosperity" (p. 21). According to [Seligman's \(2011\)](#) PERMA model, prosperity results from communicating energy, achieving pleasant sentiments, and committing to finding meaning in daily life ([Mercer and Gregersen, 2020](#)). Understanding and promoting teachers' and students' well-being, whether emotional or mental, is fundamental to L2 education. Prosperity can achieve positive eager and scholarly encounters for educators and students ([Dewaele, 2021](#)) and instructors' greater work commitment and better feeling guideline. Well-being is the prosperity a person can achieve by optimizing their life, including their job.

Furthermore, this study will use the PERMA-profiler model by [Butler and Kern \(2016\)](#) as a guide. Additionally, over the past two decades, PP has positioned itself to be a worthwhile concept on language learning and acquisition ([MacIntyre, 2016](#); [Oxford, 2016](#); [Samieh & Mohsen, 2018](#)). There is a growing body of empirical work that is aiding the understanding of language teachers' psychological conditions and what can be done to support teachers. Additionally, by regulating and maintaining their emotion, it is also helps EFL teachers to overcome burnout ([Bing et al., 2022](#)). Moreover, when a teacher is future-oriented and optimistic in teaching, it will help to direct the learners' mindsets and positive growth of their language skills as they approach the language with a sense of optimism for the future and a developing sense of competence ([Dornyei, 2005](#)).

The gap as mentioned; a.) Only limited research in Indonesian (non-western country) context has been investigated, b.) Previous research only focuses on the factors associated with well-being rather than investigate specific perspectives towards well-being in Indonesian context, c.) Most research only talks about motivation where there are others' internal aspects that can be investigated and maximized in English Language Teaching context, d.) Most empirical research is based on close-ended questionnaires. Furthermore, it is essential for a teacher to be able to foster and conserve their positive psychology to equip their professional well-being because we cannot deny that a teacher is one of the successors of students' academic achievement. This study, based on the PERMA conceptual framework of [Seligman \(2011\)](#), aims to fill up the research gap identified. When doing this research, it is important to keep in mind the goals of the current study, as stated earlier:

1. How are Indonesian English language teachers' positive psychology and their professional well-being?
2. What perception do the teachers have in the influence of Positive Psychology on their teaching practices?

METHODS

The current study uses a thematic qualitative approach to investigate participants' experience of well-being. Thematic analysis was chosen because it is the foundation of the constructivist paradigm, in which social reality is founded on the standpoint of the individual. Furthermore, it is based on the premise that people's attitudes and behaviors are inextricably linked to their cultural environment and how they understand the world around them ([Creswell & Creswell, 2017](#)). Thus, the researcher is able to actively participate in the identification and interpretation of themes, led by the research questions. Participants were asked to complete a PERMA interview, which was constructed using Seligman's 2011 conceptual framework. Due to the Covid 19 pandemic situation, the most appropriate procedure used in doing the interview was Computer Assisted Telephone Interviewing (CATI) which was done through phone call and zoom meeting.

Participants

The participants who consented to take part in this study English teachers with different teaching settings. To date, this research included 2 participants from elementary school and 2 participants from secondary high school. The participants came from various learning environments and institutions, but they were all teaching English as a foreign language (EFL). Two teachers teach English at a private primary school which utilize Cambridge Curriculum while the other two teach at a public secondary school with national curriculum. Additionally, they have varied years of teaching expertise in this sector. The participants were recruited through personal contacts. Due to the personal and emotional character of this study, this convenience sample

was deemed convenient and acceptable, since it enabled the researchers to establish rapport with the interviews and fostered an atmosphere of trust. Additional demographic information about the participants can be seen in [table 1](#).

TABLE 1 | The participants' demographic information

Participants Pseudonyms	Gender	Age	L1	Teaching Setting	Years of Teaching
P1	F	26	Indonesian	Urban area	3.5 years
P2	F	24	Javanese	Rural area	2 months
P3	F	25	Javanese	Urban area	2 years
P4	F	23	Indonesian	Urban area	1.5 years

Interviews

Data for this study was gathered through structured interviews with Indonesian teachers from a variety of educational settings. The PERMA conceptual framework was incorporated into a five-part interview design ([Seligman, 2011](#)). The questions included the interviewees' positive and negative emotion towards their profession (e.g., "How do you feel positive in your profession?"), their engagement in accomplishing something (e.g., "How do you become absorbed in what you are doing?"), their relationship in general (e.g., "How big do you receive help and support from others when you need it?"), their sense of purposeful and meaningful life (e.g., "How do you lead your life to be a purposeful and meaningful life?"), their process in accomplishing the achievements (e.g., "How much of the time do you feel you are making progress towards accomplishing your goals?"), and their perception toward the intervention of positive psychology in their teaching practices (e.g., "Related to your profession as a language teacher, how do you think that your positive psychology can affect your teaching practices?"). Additionally, the structured-interview was done by the researcher through phone call and zoom meeting.

Data Analysis

The result of the structured interview was transcript into written form before conducting the data analysis process. After repeatedly reading the transcript, the researcher got familiar with the data and took memos of each response that influenced the coding process. Later the researcher identified the following categories of five pillars in PERMA conceptual framework, namely, positive emotion, engagement, relationship, meaning, and accomplishment as the guidance in this process. After establishing conceptual categories in line with the research questions, a coding process followed to identify sub components in the conceptual model as well as the uniqueness and similarities in the data. At last, the thematic analysis was done to examine participants' responses.

RESULTS AND DISCUSSION

Indonesian English Teachers' Positive Psychology and Professional Well-being

This study encounters five PERMA components (positive emotion, engagement, relationship, meaningfulness, and accomplishment). The participants expressed these five elements about positive psychology's impact on their professional well-being. They used the structured interview to express their well-being as English teachers. This section covered positive emotion, engagement, relationships, meaningfulness, and accomplishment.

Positive and negative emotion

All participants stated they derived joy from interacting and talking with their students during the lecture. According to ten representatives of positive emotions (Fredrickson, 2013), participants' delight during teaching practices may arise unexpectedly each meeting because of student replies, but it had a big influence on their practices, which help them to flourish. Participant 3 said that when the class was under control and in a pleasant situation, it boosted her mood and made teaching easier. Their classroom management skills helped moderate and prevent disruptive student conduct. Additionally, the accomplishment of the students or their final score was also mentioned as the source of their positive emotion. It became one indicator where they could measure their teaching practices. Participant 4 even mentioned that it gave her happiness when students enjoy her teaching. The happiness arousal leads to a mindfulness which reap more positive well-being to participants because when they become mindful, they would be more sensitive to context and perspective toward the present situation they encountered (Langer, 2002).

The first overarching component of PERMA was expressed in the interview participants' emotions. Positive and negative feelings about becoming an English instructor differed across individuals. In line with Fredrickson's (2001) broaden and build theory of positive and negative emotions, she made a functional difference between them. Positive emotion contributes to an individual's flourishing (Seligman & Csikszentmihalyi, 2000), while negative emotion produces certain thought and action inclinations, such as worry, fear of making mistakes, rage, etc (Fredrickson, 2013). So both functions are different yet mutually beneficial. Positive emotions gather resources that assist individuals deal with bad events or feelings they encounter due of their presence (MacIntyre, 2016).

To support Hargreave's (2000) theory that teaching is an emotional profession that affects teaching practice, this study showed the importance of instructors' positive emotions in their daily work. All participants rated the joy of teaching and students' surprising responses as positive emotional experiences. This supports prior study on instructors' positive moods (Frenzel, 2014; Sutton & Wheatley, 2003). Positive attitudes may be influenced by teachers who love teaching, students who appreciate their efforts, and engaged and successful students (Hagenauer & Volet, 2014; Postareff & Lindblom-Ylänne, 2011).

Teachers feel happy, pleased, and satisfied when their students succeed (Xu, 2013). When students' activities and interactions match teachers' expectations, teachers feel good about themselves and have better classroom control (Frenzel, 2014). Participants were able to perform better and help students more effectively because they could read the scenario depending on how interested their pupils were.

The second element under the key theme of emotion was focused on their negative emotion that appears in the participants' teaching practices. From the varied period of teaching career, all participants noticed that the administration process and the matters related to the teaching activities (i.e., lesson plan, yearly plan, instructional design, preparation of choosing the teaching methods used, and etc.) were demanding and stressful. Even the most experienced participant who has had 3.5 years of teaching experiences worried and concerned about the administration matters.

While, participant 2 also mentioned negative emotions from coworkers because they discredited her work. Fortunately, P2 was unaffected because she values her job. Yet, P4 also stated that bad student behavior contributed to negative feelings. Furthermore, disruptive students and coworkers made participants feel disempowered, which led to anger, depression, and stress (Alzaanin, 2021). Additionally, the government keeps developing educational policy, including curriculum, instructional design, and other administrative matters that require instructors to be current and flexible. Thus, these negative emotions resulted in different outcomes among the participants toward their teaching practices.

In this study, exhaustion, tension and worry were found to be instructors' most common negative emotions, which is consistent with Chang (2013), Cowie (2011) and King (2016). When students misbehave in the classroom, these negative feelings arise and vary, which directly and indirectly impair the teacher-student connection and inhibit teachers' excitement and maximum potential in their instructional activity (Hagenauer, Hascher, & Volet, 2015; Kunter et al., 2011). Because the source of negative emotions has been discovered, teachers should find a means to decrease or even eliminate those causes, unless such stressors are related to the relationship between students and colleagues.

Engagement

The next element to emerge from the data was the engagement which refers to being absorbed, lingered, and entailed in an activity such as teaching, also known as 'flow' (Oxford, 2016). The fulfillment of the engagement key theme was indicated from participants' responses in the interview which related to how they become absorbed in what they were doing and how they lose track of time while doing something they enjoyed. It was evidenced by the following comments as:

"..... I really keep myself focused on my work. So, I am really careful in doing what I enjoy to not disturb the job that I did." (Participant 1)

"I extremely absorbed on what I am doing even I forget to have meal because I over-enjoy my work." (Participant 2)

"I get absorbed in my work almost every day, but not too often losing sense of time." (Participant 3)

"When I am in a mood and enjoy my activities, but I am too easy too get distracted." (Participant 4)

Most of the participants inferred that they could focus and keep on track in working, but not much mentioned that they lost the sense of time. Only participant 2 who overworked because she enjoyed her work even skipped her meal. Unfortunately, the flow of a teacher's instructional activities is not the only concern. In addition to maintaining concentration during teaching activities and focusing on the teaching objective, the ability to select an appropriate teaching style and method is deemed crucial. Numerous prior studies have demonstrated that a teacher may foster academic engagement in a second/foreign language classroom through the implementation of appropriate activities ([Sun & Zhang, 2020](#); [Zhang & Zhang, 2020](#); [Jiang & Zhang, 2021](#)). Moreover, appropriate implies that it corresponds to the students' needs and abilities. This can result in high levels of academic engagement, which are reliable predictors of students' learning satisfaction, favorable academic outcomes, perseverance, and rate of education completion ([Ucar & Sungur, 2017](#)).

Relationship

This aspect of well-being is linked to the experience of being loved, backed up, and appreciated by those around you (i.e., family, friends, colleagues, and etc.). As a result, having a positive relationship with others and one's environment is critical to one's well-being and success in life. It depicted their reactions, which were influenced by their relationships with their families, friends, and the rest of their environment. It was clear from the comments of all participants that they had received support and love from family and friends. Relationships that have to do with professional job, rather than just personal feelings, should also be considered because they might have a significant impact on participants' overall well-being. Social cohesion among professional workers could also be maintained by incorporating it into their personal lives. This finding supported the previous study conducted by [Yong, et al \(2020\)](#) which asserted for Indonesian EFL teachers, relationship element plays significant role in maintaining their professional well-being. Moreover, this result also encouraged by the fact that people from non-western country are more aware of more social severe factors than personal factors while they are experiencing their well-being ([Lun & Bond, 2013](#)). Furthermore, the participants reflected their social relationship with students, co-workers and principles on a point that positively enhance their well-being.

Meaningfulness

Participants spoke about their meaningfulness and purposefulness in a sense of goals in life, direction where to go, worth living life, or connection with something beyond

themselves which related to their surroundings. This section captured participants' personally meaningful goals in life that included how they lead their life to be a purposeful and meaningful life, how they feel toward what they were doing, whether it is valuable or not, and how they sensed their direction in life. Participant 3 and 4 referred to a meaningful life to a state where they could benefit people around them in their personal and professional life (e.g students, colleagues, family and friends). Whereas participants 3 and 4 mentioned that their lives were valuable because they could help people sincerely and patiently, participants 1 and 2 listed that aiming to fulfill their basic needs and starting with what they enjoy and fond of were worth their living. Moreover, as a language instructor, one of her obligations was to help others, especially her students, by offering encouragement, support, and growth chances. Aside from the obvious (various findings and answers), she was thrilled to be able to control unforeseen circumstances. This person didn't want instant happiness or a joyful existence, either (e.g enough sleep, proper time to eat, and not stressful life). Others used it to avoid losing their life's purpose.

The strong endorsement of meaningfulness plays essential roles to flourish participants' well-being since it provides a sense that life matters, helps participants to stick on the things they believe valuable in their life, and keeps their life going forward. Moreover, considering on how meaningfulness portrayed from the participants' responses, this fourth facet of PERMA encouraged them to start and stay in their career as a teacher because they find it meaningful as well as initiate their motivation to become EFL teachers ([Steskal, 2015](#)). Furthermore, this is one of the strengths teachers can build on by thinking on what brought them to the profession and what it can offer in terms of meaningful contribution to society and others ([Seligman, 2011](#)).

Accomplishment

The last element mentioned by Seligman in his PERMA conceptual framework would be the last key theme that is being elaborated. Accomplishment discussed in this section became one theme that could also be seen objectively, marked by honors or awards earned by participants, but it also involved subjectivity, including their feeling of obtaining those personally. It was not only the results that they had got, but also covered the process of working toward or/ and reaching goals, and feeling able to complete tasks and responsibilities. For examples:

"About progressing, for directing to my purposes, it's not that much. What keeping me not progressive is that because I am always afraid or anxious that I perform bad in my work, so I keep prioritizing my work than my personal life." (Participant 1)

"I have a belief that this occupation is safe, what I mean is the job in education field is a stable career..... I am a highly responsible individual toward my job." (Participant 4)

As mentioned by participants 2 and 4, it was indicated that the accomplishments that they wanted to achieve were

also the form of responsibility that they had to fulfill. Those accomplishments were the source of goals that they set and worked on to earn both in present or future time. Perception towards its influence of PP on their professional well being

Indonesian English language teachers' perspective on positive psychology and their professional well-being

This section captured participants' perspective on how positive psychology affects their teaching practices in the classroom. All four participants agreed that positive psychology contributes positively to their teaching practices. Despite the difference in teaching length, all participants stated the same opinion. These perceptions were mentioned as followed:

"I think it is affecting how I teach because in the class we have to support the students with motivation and appreciation (for example, you did a good job). so, if I don't feel like appreciated like or if I don't, I am have a positive thought of everything about that I think I will not be able to do that. So it is pretty affecting." (Participant 1)

"When I am happy of course I can take over my class better and might be funnier. I can be more talkative in the classroom. I can interact with my students very well, yup...my positive psychology affects my teaching practices in the classroom." (Participant 2)

"Of course, it affects my mood and my teaching experience" (Participant 3)

"Yes, since the positive psychology can support my works in teaching. If I feel happy and really enjoy, the energy that I bring will affect my performance through my students." (Participant 4)

While positive psychology helps inspire and respect language learners, a constructive relationship between teacher and students, well-guided and facilitated learning setting may encourage learners to reduce the feeling of being pressured and anxious, which together, in turn, may nurture their confidence by promoting positive attitudes to the learning process (Henry, 2021). Participant delight affected their ability to transfer knowledge. Moreover, participant 2 said she could involve her students more if she was happy and all participants agreed that positive psychology influenced their teaching practices. Positive psychology is vital to Indonesian teachers' professional well-being, according to previous studies (Oxford, 2018; Muttaqin, 2021; Yong et al., 2020).

CONCLUSION

The study discovered the five pillars of positive psychology, namely positive emotion, engagement, relationship, meaningfulness, and accomplishment, defined by Seligman (2011) which appropriately articulated by the participants according to the qualitative data collected and processed. Despite the fact that some parts (e.g., elements of accomplishments and meaningfulness) may have been less expanded by the participants, it was determined that this was

due to the fact that they are still in the process of achieving their most significant goals, and so are unable to express it in detail. Nevertheless, it indicated that the other three elements of positive psychology namely positive emotion, relationship and engagement significantly influence the participants' flourishing in their teaching experiences.

Despite the various research setting, years of teaching, institutional regulations, and environment circumstances (rural and urban area), this study provides a complete thematic analysis of the well-being of Indonesian English instructors. Even though this study provided useful insight into the professional well-being of Indonesian English instructors, the findings were based on a small sample size (N=4) and should therefore be replicated in larger regions across the country. Overall, it is hoped that this research will strengthen the contribution of well-being studies in Indonesia and provide valuable insight into why this topic should be investigated further in the Indonesian setting.

ACKNOWLEDGEMENTS

This research will not be able to be fulfilled without the assistance of professors who provided insights and supported the author with beneficial advices. Great gratitude upon all participants who was willing to be part of this study.

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

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Gender learning in Alice Munro's short story entitled "Boys and Girls"

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The issues around gender is inexhaustible since gender can be analyzed from many perspectives. The focus of this paper is to discuss the gender learning experienced by the young girl in a short story entitled "Boys and Girls" written by Alice Munro. The discussion includes the young girl's gender defiance, gender learning, and gender acceptance. To support the discussion several issues around gender are reviewed. Besides a comprehensive definition of gender, issues concerning doing gender, gender identity, gender order, gender segregation, gender learning, gender presentation, gender display, and others are reviewed. The analysis is also combined with the conversation analysis by considering the influence of the language that leads to gender learning of the female character in the short story. The methods used are a combination of library research method with its close reading, qualitative method, and contextual method. The result shows that gender learning is inevitable especially in an isolated place. Although the young girl tries to defy the gender learning she finally has to accept it. This situation correlates with Simone de Beauvoir's statement "ONE is not born, but rather becomes, a woman" (De Beauvoir, 1956: 273) in her phenomenal book *The Second Sex*. Thus, the short story implies that being a girl in a strict male context is not easy, she has to surrender to the gender roles that are constructed for her, and the chances to actualize herself is limited or even non-existent.

Keywords: doing gender, gender learning, gender order, gender, conversation analysis

OPEN ACCESS

ISSN 2503 3492 (online)

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Received: 30th June 2022

Accepted: 23th March 2023

Published: 6th April 2023

Citation:

Asmarani, R. (2023). *Gender learning in Alice Munro's short story entitled "Boys and Girls"*. *JEES (Journal of English Educators Society)*, 8(1). <https://doi.org/10.21070/jees.v8i1.1688>

INTRODUCTION

"Boys and Girls" is a short story by Alice Munro, a Canadian female writer (born 1931). This short story "was first published in 1968 in *The Montrealer*, before it was collected with fourteen other stories and published in Alice Munro's first edition of short stories, *Dance of the Happy Shades* (1968)" (Thacker, 2013). "Boys and Girls" is narrated by a young girl and it talks about her experience of becoming a woman. Her surrounding taught her through many ways to become an acceptable woman by avoiding certain attitudes and following certain advices. Although at first she tried to resist the normative rules that she considered as limitations, she finally succumbed to the never-ending gender socialization.

The analysis on gender especially on the gender learning experienced by the young girl in Alice Munro's "Boys and Girl" needs a review on several concepts concerning gender and its socialization. Lorber and Farrel (1991) remind us that "In reality, girls and boys, women and men are more alike than they are different" or as Holmes (2009) says "women and men are not different species". They want to make us aware that basically girls and boys are the same because they belong to the same species. However the similarity quickly evaporates because of the application of "sameness taboo" (Rubin, 1975 in Lorber, Judith and Farrel (1991),

"do gender" ([Lorber, Judith and Farrel, 1991](#)), or differently constructed treatment in daily life ([Holmes, 2009](#)). However, Simone de Beauvoir in her phenomenal book *Second Sex* has made a phenomenal statement "One is not born, but rather becomes, a woman" (1956) which [Sveinsdóttir \(2018\)](#) interprets as "the view that gender is a social construct and not determined by biology". [Pilcher and Whelehan \(2004\)](#) interpret de Beauvoir's statement as showing that "gender differences are set in hierarchical opposition, where the masculine principle is always the favoured 'norm' and the feminine one becomes positioned as 'Other'". Thus, implicitly de Beauvoir has indicated the differences between sex and gender which are then elaborated by many others.

Concerning the paired term 'sex and gender', [West and Zimmerman \(1991\)](#) give a brief but comprehensive explanation:

Sex is a determination made through the application of socially agreed upon biological criteria for classifying persons as females or males ... Gender, in contrast, is the activity of managing situated conduct in light of normative conceptions of attitudes and activities appropriate for one's sex category.

Briefly stated, sex tends to be a given biological condition while gender is a socially constructed condition based on a certain biological category. [Pilcher and Whelehan \(2004\)](#) indicate that the subtly imposed difference between sex and gender has the purpose to "maintain a patriarchal system of power and to create a consciousness among women that they were naturally better suited to 'domestic' roles". Holmes also indicates that the maintenance of gender difference is done through gendered socialization because "gender is a major boundary around which resources and prestige and power are divided" ([Holmes, 2009](#)). Thus, there is a hidden agenda behind the sex-gender difference that is maintained from time to time that becomes the concern of many people.

The term gender just appeared in 1970s ([Holmes, 2009](#)). Reskin, B. and Padavic proposed a comprehensive meaning of gender as follows:

"gender as an active ongoing process, rather than something that is readymade and fixed ... something is gendered when it is, in and of itself, actively engaged in social processes that produce and reproduce distinctions between women and men. 'Gendering' and 'gendered' are concepts which 'signify outcomes that are socially constructed and give males advantages over females. They describe the production of assumptions about gender as well as the institutions that are shaped by those assumptions'" (Reskin, B. and Padavic, 1994 as quoted by [Pilcher, Jane and Whelehan, 2004](#)).

The rich meanings contained in the above quotation is in line with the opinions of other experts. The point on the "ongoing process" is supported by Holmes' opinion that "gender socialization is a process that continues throughout our life" starting from childhood ([Holmes, 2009](#)) in which "Gender is not done in isolation, it is done in relation to others" ([Holmes, 2009](#)). Thus gender basically is not

fixed as most biological distinctions.

Meanwhile, the point concerning "distinction between women and men" is also in line with [West and Zimmerman \(1991\)](#) who stated that "the 'doing' of gender is undertaken by men and women" in which "Doing gender means creating differences between girls and boys and women and men, differences that are not natural, essential, or biologically. Once the differences have been constructed, they are used to reinforce the 'essentialness' of gender" ([West, Candace and Zimmerman, 1991](#)). The deliberate construction of gender is also supported by [Charlebois \(2011\)](#) who pointed out that "The lived body is the key site where gender differences are constructed and thus gender (masculinities and femininities) is accomplished". Thus, a human body despite its biological category, is not a neutral zone anymore, it is a gendered zone, which according to [Pilcher and Whelehan \(2004\)](#) "something is 'gendered' when its character is either masculine or feminine, or when it exhibits patterns of difference by gender". In other words, the human body is always burdened by gendered construction.

Since gender is a very rich term, unavoidably there are several terms related to the term gender which will enrich the understanding on the term gender. The first is about gender identity as stated by [Malti dan Douglas \(2007\)](#):

the differing cultural and social roles that men and women inhabit, as well as the ways in which individuals experience those roles, both internally and in terms of the ways they present themselves to the world through their manner of dress, behavior, physical comportment, and so forth.

Gender identity as the outward appearance will be considered as an indication of someone's gender. Another related term is gender presentation which means "how people choose to present themselves despite what category of sex they have determined they belong to" ([Malti-Douglas, 2007](#)) which is different from Goffman's gender display: "If gender be defined as the culturally established correlates of sex (whether in consequence of biology or learning), then gender display refers to conventionalized portrayals of these correlates" ([Goffman, 1976](#): 69 in [West, Candace and Zimmerman, 1991](#): 17). Gender presentation may differ from the expected behavior while gender display follows the norm.

Still related to the term gender is the term gender order which, according to [Pilcher and Whelehan \(2004\)](#) is a patterned system of ideological and material practices, performed by individuals in a society, through which power relations between women and men are made, and remade, as meaningful. It is through the gender order of a society that forms or codes of masculinities and femininities are created and recreated, and relations between them are organized.

Thus, gender is hierarchical, in which male gender has a higher position and has more power than the female gender. Meanwhile, another related term, gender segregation, "occurs when women and men are located separately from one another, while otherwise participating in a broadly similar set of activities ... sustained by 'tradition'"

([Pilcher, Jane and Whelehan, 2004](#)). Thus gender order and gender segregation interrelate in which gender order hierarchically differs the suggested attitudes and norms for each gender while gender segregation separates the function of each gender to produce a complete achievement.

Still related to the rich term gender is about the indispensable agent of gender socialization who is represented by parents who "encourage and discourage different kinds of emotions in boys and girls, tolerating anger more in boys and fear more in girls" ([Birnbaum, D. W. & Croll, 1984](#) as quoted by [Lippa, 2005](#)). Due to the segregated domestic-public tasks based on traditional gender roles: "Women may therefore come to take on numerous domestic tasks because they have learned how to do them quickly and efficiently and to involve their partners would be more time-consuming and less effective" ([Burr, 2022](#)). Conditioned to handle domestic type of jobs, women becomes domestic experts that often feel impatient if helped by domestically awkward men. It makes the job relationship between females and males get more widely separated.

From the term gender which is rich in meanings and facets as has been put forward in the previous paragraphs, it can be briefly synthesized as follows. Gender is not biological, static, or neutral. It is a much laden term and the site of many hidden interests. As a socially constructed term, gender must be dissected carefully and thoroughly. So, the many related aspects of gender must be taken into consideration. Gender construction, identity, presentation, display, order, segregation, or role are some of the related aspects of gender that are important to be taken into account. In doing so, the understanding of gender will be deep and sufficient for a sound analysis.

However, humans are not robots who follow whatever instructed to them. However, their agency is already stunted by the normative convention as stated by [Charlebois \(2011\)](#): "Despite the dynamic nature of gender construction, individuals are not entirely unconstrained to freely do gender, but their agency is somewhat curtailed by social institutions which prescribe situationally appropriate accomplishments of gender". Since humans are not robots despite their gender socialization, their attitudes and responses are sometimes not in line with the society's accepted norms. [Archer and Lloyd \(2002\)](#) state that:

Nevertheless, there is evidence that children can, under some circumstances, behave like the opposite sex ... Children imitated behaviour they viewed as gender-appropriate, irrespective of the sex of the person performing it ... Processes such as imitation, tuition, and feedback from one's own.

Some children, whether consciously or unconsciously, defy the prescribed gender role by doing non normative behavior they consider suitable for them.

Meanwhile, language plays an important role in conveying the prescribed gender construction. One way to study gender and language is through conversation analysis.

According to [Liddicoat \(2007\)](#) "Conversation analysis is analysis of real-world, situated, contextualized talk" or as

stated by [Hutchby and Wooffitt \(2002\)](#) "conversation analysis is the study of talk ... the systematic analysis of the talk produced in everyday situations of human interaction: talk-in-interaction". Thus, conversation analysis focuses on the content of the conversation. This is in line with Sunderland's statement that conversation analysis "enables consideration of construction of gender in that talk ... CA dovetails well with language and gender study ... towards the study of ongoing gender construction in discourse" (2004: 13). The content of conversation analysis may be about the prescribed gender as expected by the society. Meanwhile, discourse with its wider scope than conversation analysis may also embodies how "patriarchy and oppressive norms and social practices are instantiated and reproduced" ([Speer, 2005](#)). In short, whether in the form of discourse or conversation analysis, the embodied contents may be about "the relationship between gender, language and culture" ([Speer, 2005](#)). In other words, the construction of gender and other heteronormative form may be represented through the language used in conversation analysis.

Bearing in mind all the concepts above about the action and reaction of gender socialization, this paper will focus on the gender learning imposed on the young female character and her reactions as presented by Alice Munro in her short story entitled "Boys and Girls". This topic has not been done yet, as shown by the following previous study. A no author's name and no date essay entitled "The gender conflict in Munro's "Boys and Girls"" (The Gender Conflict in Munro's "Boys and Girls," n.d.) basically talks about the young female character's finding gender identity. [Goldman's article \(1990\)](#) entitled "Penning in the Bodies: The Construction of Gendered Subjects In Alice Munro's Boys and Girls" focuses on the specific relationship between the young female character and her father and mother implying the power in the pen/farm. [Stefanovici \(n.d.\)](#) in her article entitles "Traditional Socialization in A. Munro's "Boys and Girls"" talks about the young female's search of individuality among gender roles and stereotypes. [Farrokh \(2017\)](#) in "Being Gender/Doing Gender, in Alice Munro and Pedro Almadovar" is a comparative study about the gender performance. [Murray \(2014\)](#) in "Not Entirely on His Side": The Assumption of Sexed Subjectivity in Alice Munro's "Boys and Girls"" talks about the sexual identity of the young girl. Thus, it can be concluded that there is still a gap on the talks about gender supported by conversation analysis related to gender learning. No articles focus on the gender learning of the young female narrator who at first does not want to follow the prescribed attitudes. Based on the gap that has been found, the focus of this study is on the process of gender construction of the young female in the short story pivoting on the aspects; namely gender defiance, gender learning, gender acceptance, bearing in mind gender in language through conversation analysis.

METHODS

The analysis on "Gender Learning in Alice Munro's Short Story Entitled "Boys and Girls"" uses a combination of research methods. The first one, is library research method which is used to gather data, whether data for the supporting concepts or data from the short story being analyzed. Basically, library research method is done with the help of the library's facilities whether in library buildings or in e-library, searching for relevant printed or electronic books, since "the logic of the library research process is the movement from what exists to what is worth using" (George, 2008). Supporting the library research method is the close reading technique, in which close reading according to Phelan is "close analysis and forming an overall interpretation" (Phelan, 2021), although Phelan preferred to use the term "close analysis" (Phelan, 2021). In close reading/close analysis the data will be analyzed whether it is relevant or not because not all data obtained through library research method can strongly support the theories/concepts borrowed and the analysis of the chosen literary work. The general analysis is based on qualitative research method which is "interpretative research" (Creswell, 2009). For the specific literary analysis, a contextual research method is applied. Context, according to Beard are: "the 'circumstances' that contribute both to its production by the author and to its reception by the reader. Context refers to what goes with a text, rather than what is in it" (Beard, 2004). In other words, context in literary works relates to the outside surroundings of the literary works whether in the form of social or cultural contexts. This is in line with Behrendt's (2008) opinion:

A contextual analysis is simply an analysis of a text (in whatever medium, including multi-media) that helps us to assess that text within the context of its historical and cultural setting, but also in terms of its textuality – or the qualities that characterize the text as a text.

Behrendt (2008) tends to see that contextual analysis must also include textual analysis. Thus, in the contextual literary research a combination of intrinsic aspects and extrinsic aspects are applied.

The intrinsic aspects focus on character, conflict, and setting while the extrinsic elements are about the issues around gender (gender order, gender segregation, gender learning, gender presentation, gender display, etc.).

RESULTS AND DISCUSSION

The discussion on "Gender Learning in Alice Munro's short story entitled "Boys and Girls"" will focus on the young female character. There are three points discussed; namely, gender defiance, gender learning, gender acceptance combined with conversation analysis related to gender learning. Before discussing these points in order to see the overall process of inevitable gender learning, it is better to know the setting of place of the short story. The setting is in

a fox farm in which the father, the fox farmer: "raised silver foxes, in pens; and in the fall and early winter, when their fur was prime, he killed them and skinned them and sold their pelts to the Hudson's Bay Company or the Montreal Fur Traders" (Munro, 1968). It is an exceptional farm which is isolated from the other neighbors and demands hard work even for man. The house is dominated by the mother's work of making "jelly and jam and preserves, pickles and chilli sauce" (Munro, 1968) in the kitchen. Thus, the setting of place is a small world divided into male and female areas. The people in this small world consist of three adults: father, mother, and a male farm helper, and two children: the young girl without name who is the narrator and her little brother. Sometimes this small world has visitors such as the male salesman and the grandmother. The setting of time is not quite clear but it is around the middle of twentieth century. The social setting portrays a low hard working social class without many social interactions. Based on this time, place, and social setting, the young female narrator grows up. During her growing into womanhood, she goes through several stages of gender development as will be discussed in the following session.

Gender Defiance

First, the young female narrator is described as a person who is defying the female gender role. She likes to work helping her father in the fox farm. She helps to give water to the fox, as can be seen in the following quotation: "This was my job in the summer, when the foxes had to have water twice a day ... I had the real watering can, my father's, though I could only carry it three-quarters full" (Munro, 1968). It can be seen how proud she is doing that job. She is so pleased with herself because she is trusted by the father to use his watering can. She considers it as a delegation of authority to her. The young girl also enjoys doing other farm work such as "Besides carrying water I helped my father when he cut the long grass" (Munro, 1968). This kind of work is not a work normatively designed for a female, moreover a young one, however she does not feel forced to do it.

Another event supports the indication of her pride working side by side with her father. She is so proud and happy when her father does not say that she is a girl to the visiting salesman. She returns her gratefulness by working so hard:

Nevertheless I worked willingly under his eyes, and with a feeling of pride. One time a feed salesman came down into the pens to talk to him and my father said, "Like to have you meet my new hired hand." I turned away and raked furiously, red in the face with pleasure" (Munro, 1968).

The young girl's worshipping attitude to her father is clearly seen in the following quotation: "my father was tirelessly inventive and his favourite book in the world was Robinson Crusoe" (Munro, 1968). In her eyes, her father is awesome. He is a kind of inventor who has adventurous spirit indicated by the allusion to the book entitled Robinson Crusoe.

The young girl's closeness to the father is also shown in the naming activity. Naming or labelling belongs to the male's privileges. In this short story, the young girl and her little brother are given the chance to give names to the fox that going to be kept as "the breeding stock" (Munro, 1968). This activity makes the young girl feel that she is accepted in the male world. She also feels that she is more functional in the farm than her little brother: "He was no help to anybody. Where was he now? Swinging himself sick on the swing, going around in circles, or trying to catch caterpillars. He never once stayed with me till I was finished" (Munro, 1968). She considers that her little brother is not useful in the farm because he only plays around the farm. She underestimates her little brother's role in the farm.

The young girl's pride to herself in the male's circle is supported by her imagination about herself:

These stories were about myself, when I had grown a little older; they took place in a world that was recognizably mine, yet one that presented opportunities for courage, boldness, and self-sacrifice, as mine never did. I rescued people from a bombed building I shot two rabid wolves who were menacing the schoolyard (the teachers cowered terrified at my back). Rode a fine horse ... acknowledging the townspeople's gratitude for some yet-to-be-worked-out piece of heroism (Munro, 1968).

She imagines herself to be the center of attention because of her heroic deeds. She becomes an indispensable person in the life of many people because only she can save the people from danger. Her imagination is actually her escape from her boring life. Thus the young girl is defying the monotonous life in the farm through her imagination. In reality she tries to be useful in the fox farm by doing farm work usually done by male worker. Besides defying the expected gender role, the young girl also defies the provided zone for her. Instead of staying inside the house, she enjoys being outside working with the father.

Second, the young girl also defies domestic jobs. She does not enjoy kitchen's activities:

I was given jobs to do and I would sit at the table peeling peaches that had been soaked in hot water, or cutting up onions, my eyes smarting and streaming. As soon as I was done I ran out of the house, trying to get out of earshot before my mother thought of what she wanted me to do next (Munro, 1968).

Although the jobs given by her mother do not demand much energy as the farm work, she feels suffering doing those jobs. She always finds an opportunity to escape from the kitchen. The young girl also feels that the kitchen is a suffocating place: "I hated the hot dark kitchen in summer, the green blinds and the flypapers, the same old oilcloth table and wavy mirror and bumpy linoleum" (Munro, 1968). For her the kitchen's situation is very different from that of the farm. The farm offers a free challenging life while the kitchen offers a tedious work: "It seemed to me that work in the house was endless, dreary, and peculiarly depressing; work done out of doors, and in my father's service, was

ritualistically important" (Munro, 1968). It is obvious that the young girl prefers working in the farm. For her, farm work is a real work.

Her defying the domestic job is intensified by her mother's appearance. She looks pale, tired, and messy:

She did not often come out of the house unless it was to do something – hang out the wash or dig potatoes in the garden ... her bare lumpy legs, not touched by the sun, her apron still on and damp across the stomach from the supper dishes. Her hair was tied up in a kerchief, wisps of it falling out. She would tie her hair up like this in the morning, saying she did not have time to do it properly, and it would stay tied up all day. It was true, too; she really did not have time (Munro, 1968).

In the young girl's eyes, the mother looks like being entrapped with the unending domestic jobs. She is always busy and has no time to take care of her own self. Her time is consumed to help earning money by making "jelly and jam and preserves, pickles and chilli sauce" (Munro, 1968) and to cook for the family.

Third, the young girl defies prescribed femininity. The obvious example can be seen in her reaction to the remarks of the visiting grandma:

My grandmother came to stay with us for a few weeks and I heard other things. "Girls don't slam doors like that." "Girls keep their knees together when they sit down." And worse still, when I asked some questions, "That's none of girls' business." I continued to slam the doors and sit as awkwardly as possible, thinking that by such measures I kept myself free (Munro, 1968).

Grandma is the agent of normative behavior. Seeing the parents do not educate her grand-daughter according to the norms for the girls, grandma takes over the responsibility. However, the young girl considers that the accepted attitudes for girls as uttered by the grandma are limiting her free spirit. She is expected to be feminine and passive with no desire to ask questions. She defies these limiting rules by keeping doing her unaccepted behavior.

Fourth, the young girl defies the limitation to freedom. This is implied in her action for Flora, the old female horse that is going to be shot because her meat is needed to feed the foxes. Flora, although old and lame, is basically energetic and rather wild. When it is time for her to be shot death, she breaks away and runs along the fenced farm. However, the gate is open. The father orders the children who are nearer to the gate than him to close it so the horse can be caught easily:

I could run very fast. I ran across the garden, past the tree where our swing was hung, and jumped across a ditch into the lane. There was the open gate

Instead of shutting the gate, I opened it as wide as I could. I did not make any decision to do this; it was just what I did. Flora never slowed down; she galloped straight past me (Munro, 1968).

The young girl is a fast runner and thus she actually can shut the gate close, however she does the opposite thing. She lets the gate opens so Flora can run away leaving the farm.

This action is the manifestation of her wanting to be free from any limitation.

Gender Learning

First, the young girl learns about gender segregation. She observes that her parents have different jobs. Her father is almost always outside the house, raising the foxes and skinning them: "My father removed the pelt inside-out from the body of the fox" (Munro, 1968). Her mother is almost always inside the house, especially in the kitchen:

She did not often come out of the house unless it was to do something – hang out the wash or dig potatoes in the garden ... her bare lumpy legs, not touched by the sun, her apron still on and damp across the stomach from the supper dishes (Munro, 1968).

The job segregation is typical, the father with the raising and killing while the mother with the cooking and preserving.

Another lesson on gender segregation is when it is the little brother, not her, the older sister who has helped a lot in the farm, who is taken to join the chasing and shooting of Flora: "Laird called to them, "Let me go too, let me go too!" and Henry stopped the truck and they took him in" (Munro, 1968). Only the men are involved, the father, Henry the farm helper, and the little brother. She is left where she should belong to, inside the house. Although she has worked hard in the farm helping the father, her work is not appreciated by the mother: "I heard my mother saying, "Wait till Laird gets a little bigger, then you'll have a real help"" (Munro, 1968). In her mother's eyes, she is not "a real help" as what her little brother will be in the near future. From the words "real help" the young girl learns that she is different from her brother who has the prospect of being considered useful in the farm, not like her. The young girl learns about the gender roles through gender segregation.

Her mother, who is a silent supporter of gender segregation, has provided a separate job for her according to her gender:

"And then I can use her more in the house," I heard my mother say. She had a dead-quiet regretful way of talking about me that always made me uneasy. "I just get my back turned and she runs off. It's not like I had a girl in the family at all" (Munro, 1968).

For her mother, a girl's place is inside the house, helping the mother. Her mother has been waiting for her full participation with the house work. The words "It's not like I had a girl in the family at all" forces the young girl to realize that as "a girl" her area is inside the house. Her mother's words in her conversation with the father clearly positions the young girl according to her gender.

Second, the young girl learns the gender order. She begins to learn that as a girl she should not work in the fox farm from the words of the visiting salesman: "... my father said, "Like to have you meet my new hired hand." I turned away and raked furiously, red in the face with pleasure. "Could of fooled me," said the salesman. "I thought it was only a girl"" (Munro, 1968). The visiting salesman at first underestimates her presence in the farm, however seeing her

hard work he appreciates her because she is not just a girl. Thus, it implies the gender order in which a girl is not suitable to work in the fox farm even though she works seriously there. Thus, from the language used by male salesman, it can be detected his condescending tone regarding female gender and the capability of working hard in the farm for those categorized as females.

Another lesson about gender order is the incident between the young girl and her little brother. The little brother that she underestimates all this time unexpectedly can beat her in a fight. The comment of the farm-helper, Henry, emphasizes the gender order: "Henry saw this, and laughed, saying, "Oh, that there Laird's gonna show you, one of these days!"" (Munro, 1968). Henry enjoys the young girl's defeat. It indicates that the power position of a girl must be below that of a man, even though the man is younger. Henry's language clearly indicates his pride and certainty that the young Laird will become a stronger male who will take the position of a leader.

The young girl learns about gender order gradually. She becomes sensitive to the theme of gender:

It seemed that in the minds of the people around me there was a steady undercurrent of thought, not to be deflected, on this one subject. The word girl had formerly seemed to me innocent and unburdened like the word child; now it appeared that it was no such thing. A girl was not, as I had supposed, simply what I was; it was what I had to become (Munro, 1968).

She gradually realizes that her surrounding follows the gender order and expects her to be obedient to it. She cannot ignore this demand anymore. There is no neutral position, everything is gendered. Once she is categorized as a girl she has to follow the gender rule and order. By following all the rules and roles concerning gender, she becomes a woman. She has to learn to become a woman.

Third, the young girl learns the gender difference. Once she realizes about her gender and what her surrounding expects from her, she begins to set a spatial boundary between her and her little brother: "I planned to put up some kind of barricade between my bed and Laird's, to keep my section separate from his" (Munro, 1968). She wants to have a separate and private area for herself. She begins to create her personal zone. Once she learns about gender difference, her relationship with her little brother is not close anymore: "We did not sing at night any more" (Munro, 1968). Their ritual of singing together before sleeping ends. There is an invisible barrier between them.

Gender Acceptance

First, the young girl accepts her gender identity as a female who is expected to be feminine. After dividing the room she used to sleep together with her little brother, the young girl starts decorating her bedroom: "Lately I had been trying to make my part of the room fancy, spreading the bed with old lace curtains, and fixing myself a dressing table with some leftovers of cretonne for a skirt" (Munro, 1968). The feminine items begin to dominate her personal area. Not only that, her imagination about herself has also changed.

If at first she imagines herself as a hero saving many lives from danger, now her imagination about herself is as follows:

somebody would be rescuing me ... And at this point the story concerned itself at great length with what I looked like – how long my hair was, and what kind of dress I had on; by the time I had these details worked out the real excitement of the story was lost (Munro, 1968).

She does not imagine herself as the hero anymore, now she is the one needs rescuing. She is also the one who concerns about her feminine appearance however she does not feel any enjoyment in doing so.

Second, the young girl accepts her gender position as the second sex or the other. Her position as the first child is replaced by her younger brother. This can be seen when they are having dinner:

Laird looked across the table at me and said proudly distinctly, "Anyway it was her fault Flora got away."

"What?" my father said.

"She could of shut the gate and she didn't. She just open' it up and Flora ran out."

"Is that right?" my father said.

Everybody at the table was looking at me. I nodded, swallowing food with great difficulty. To my shame, tears flooded my eyes (Munro, 1968).

Her little brother, Laird, now belongs to the male circle after being allowed to join the chasing and shooting of the old female horse, Flora, in an authoritative and accusing tone reveals a secret concerning her older sister compulsive attitude. Laird's reproachful language in his conversation with the father strongly indicates that as a male he places himself higher than his older sister and has the right to judge his older sister.

The young girl is unable to utter a word. Her emotion replaces her voice. She shows feminine attitude now: voiceless and emotional. The young girl's fragile situation is worsened by the father's cornering question:

My father made a curt sound of disgust. "What did you do that for?"

I didn't answer. I put down my fork and waited to be sent from the table, still not looking up.

But this did not happen. For some time nobody said anything, then Laird said matter-offactly, "She's crying" (Munro, 1968).

Again she is not able to answer the question. She loses her spirit. She is waiting for punishment. Laird's words are the first punishment for her since he draws the attention of the others in the dining table to the fact that she is crying. He exposes her vulnerability, her lower position as the second sex. The conversation analysis shows that the language in the conversation dominated by the males corners the young girl. The father uses demanding interrogative sentence directly followed by the young brother's condescending sentence mercilessly smashes the young girl's ego.

The father's words are the last blow. The head of the family has dropped the labelling decision:

"Never mind," my father said. He spoke with resignation, even good humour the words which absolved and dismissed me for good. "She's only a girl," he said.

I didn't protest that, even in my heart. Maybe it was true (Munro, 1968).

He is not angry. However, his understanding attitude implied in the sentence "She's only a girl" is condescending and final. Nothing can change it. The young girl does not have any other alternative except accepting the father's words. She has to live with that positioning statement: "She's only a girl", no more no less. In other words, her sex limited her choices in life. Because she is just a young dependent girl, so her gender must agree to that limiting attributes. There is no chance for her to step out of that boundary due to her sex. The conversation analysis indicates that the father's choice of words ultimately closes the world of the young girl.

CONCLUSION

From the analysis on the short story entitled "Boys and Girls" written by Alice Munro it can be concluded that gender is a serious case. The demand to follow a certain gender role referring to a specific type of acknowledged sex is imposing in manner although it may not be in the form of physical enforcement. The no-name female girl in the short story represents this condition. Although at first she is allowed to do jobs considered to be male's and is always outside the house despite her mother's protest, finally she cannot escape from the prescribed gender role for her. As soon as the male heir is coming of age, she has to learn to accept a bitter lesson that her place is inside the house helping the mother. There is no escape from the stereotypically constructed gender role for her.

Such an unnegotiable case happens to the young girl because of several factors. She lives in a strong patriarchal surrounding. The older males just tolerate her unfeminine participation in the field to some extent because she is useful while waiting for the male heir grows bigger. For the older females if not reminding the appropriate manner for young female to her, they will ask her to stay indoor to help with the domestic jobs. The isolated area of their dwelling, due to the unusual profession of the father, makes the patriarchal situation with strict division of gender roles not easy to bend or break. Thus, the no-name girl is trapped in a situation where traditional gender role is strictly applied.

This article focuses on one particular aspect of gender; namely, gender learning, which is also enriched with the conversation analysis on the language used leading to inevitable gender learning of the no-name young girl. However, the short story is rich in meaning. As a rich short story, of course there have been several articles analyzing the short story as can be seen from the previous study mentioned before. Most of the articles focus on gender with its various factors; however, the point on complicated patriarchal power applied by the male and female characters in the short story has not yet analyzed comprehensively. So, there is still a gap to focus on for the next analysis.

ACKNOWLEDGEMENTS

I would like to thank the 5th ELLiC Committee-Muhammadiyah University, Semarang that has recommended my article to be published at JEES.

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

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Lexical and grammatical errors in Indonesian-English translated texts: A text analysis on Indonesian EFL students' translation work

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This current study aimed to find out lexical and grammatical errors in Indonesian to English translation texts made by Indonesian EFL learners in a private senior high school in Lampung. A qualitative case study design was adopted in this research. Documentation and literature review were used as the research instruments. To obtain the data, the researchers used 15 simple sentences and a short text in Indonesian. A total of 25 students participated as the sample in this research. The results suggested that there was a total of 402 errors made by the students and the students made more grammatical errors than lexical errors. Regardless of the discrepancy in students' CEFR level, the most frequent errors found in students' translations were omissions (97 items), confusion of sense relations (73 items), misformations (46 items), and distortions (40 items). After identifying the errors, the researchers also attempted to describe the possible sources of errors to fill the gap in previous studies. Based on the analysis, the possible factors influencing the errors were the transfer of phonological system, transfer of lexico-semantic errors, transfer of morphological elements, transfer of grammatical elements, transfer of stylistic and cultural elements in interlingual errors, and communication strategy-based errors and learning strategy-based errors in intralingual errors.

Keywords: error analysis, translation, EFL learners.

INTRODUCTION

The translation is a complicated cognitive process that requires profound analysis. According to [Kazakova \(2015\)](#), the personal nature of texts under translation (authorship), the unspecified target audience, as well as interlingual and/or intercultural inequality translate literary texts into such a complex process. The translation is defined by [Colina \(2018\)](#) as the process of rendering texts from one language to another which typically entails similarity with the original text. In doing translation, the meaning of the text should not be distorted as it will obscure the message intended to convey. [Nida \(1964\)](#) asserts that a translator cannot simply translate the words using a dictionary but he has to convey the essence and sense of the message expressed in the source language by creating a new linguistic form. Not only is translation a means of communication between languages, but it is also a device of communication between cultures. The cultural meaning of the second language text should be taken into consideration and not be neglected in the process of translation.

A translator confronts numerous linguistic and non-linguistic challenges ([Koman, Hartono, and Yuliasri, 2019](#)). As every speech community possesses its own belief and cultural terms, the challenge of translating from the source language to the target language is a worldwide problem, despite the adequate linguistic knowledge of both SL and TL. Due to societal and, more specifically, structural factors, the fundamental translation challenge of conquering conceptual differences between languages becomes especially severe.

OPEN ACCESS

ISSN 2503 3492 (online)

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Received: 24th March 2023

Accepted: 24th March 2023

Published: 16th April 2023

Citation:

Shiddiq, S. M., Oktaviani, L., Herwiana, S., & Suryanovika, C. (2023). *Lexical and Grammatical Errors Analysis on Indonesian-English Translation of EFL Students in Indonesia*. *J. Eng. Educ. Society*, 8:1.

10.21070/jees.v8i1.1674

[Robinson \(2012\)](#) noted that since Cicero in the first century, “the chief issue in translation theory has been linguistic segmentation: should the primary segment of translation be the individual word (producing word-for-word translation) or the phrase, clause, or sentence (producing sense-for-sense translation)?” Thus, the ability to translate, both written and spoken, is exceptionally essential in carrying out effective communication. According to [Mandasari and Wahyudin \(2021\)](#), if language learners can communicate in the target language, it can be inferred that they succeed in learning the language. On the other hand, the inadequate communication skills indicate that they are unable to fulfill the industry’s demand for competent personnel which might affect their competence and makes it difficult for them to compete especially in the global market ([Rido, Kuswoyo, and Ayu, 2020](#)). [Aminatun, Ngadiso, and Marmanto \(2018\)](#) argued that “Learning a language itself means learning to communicate with other people” and therefore, learning English might help students to develop their communication skills in interpersonal, transactional, and functional discourses in a global context ([Ayu, Diem, & Vianty, 2017](#); [Rido, 2020](#)).

However, translating a language into another language is not an easy task to do. The differences between the languages such as the grammatical or syntactic structure as well as the difference in cultural values make it hard to directly translate from one language into another ([Simanjuntak, 2019](#)). For example, in Indonesian, there is a term to address someone older as *kak*. The sentence I don’t know, Brother as the translation of *Saya tidak tahu, Kak* is an example of an erroneous sentence produced by the transfer of stylistic and cultural elements of Indonesian. Due to the influences of the first language, EFL learners in Indonesia continue to struggle in comprehending and applying grammar principles ([Sari and Gulö, 2019](#)), and therefore linguistic interference is considered one of the primary reasons Indonesian EFL learners commit such errors ([Qodriani, 2019](#); [Gulö, Setiawan, and Sari, 2022](#)). Besides, since students are not used to using English in a real-life context, they may struggle to construct sentences in the target language without committing errors. In learning a second or foreign language, students tend to transfer phonological, morphological, and grammatical elements. Because there are no tenses in Indonesian, Indonesian EFL learners tend to apply the same grammatical rule in English. For instance, instead of using past simple tense to talk about an event in the past, the students use the simple present tense. This case can be exemplified in the following sentence: They go to school by bus yesterday instead of They went to school by bus yesterday. Based on those justifications, it can be inferred that grammar is of great importance in learning a foreign language as it enables to enhance learners’ proficiency in English, particularly in writing correct sentences ([Gulö and Rahmawelly, 2018](#)). Both proficient linguistic skills, as well as adequate knowledge about the culture of the source language and target language, are required to be able to translate correctly.

Nevertheless, committing errors in learning a language and during the translation process is inevitable for foreign language learners.

[Wongranu \(2017\)](#) analyzed the errors committed by EFL learners in his study, “Translation errors made by English major students: A study on types and causes”. The findings of the study suggest that the highest number of errors concerned errors in countability (20.16%), followed by errors involving determiners (14.21%), and errors in the use of tense (10.78%). In the subsequent year, [Al-Halawani \(2018\)](#) wrote an article entitled “Error Analysis: A Case Study of Malaysian EFL Learners”. The findings indicated that errors in word selection or collocational clash were the most-frequently-made errors, followed by errors in word order or use of awkward expressions, and errors in the use of verb tenses with a total percentage of 32.08%, 12.74%, and 11.85% respectively. [Cúc \(2018\)](#) in his qualitative study entitled “An Analysis of Translation Errors: A Case Study of Vietnamese EFL Students” conducted an analysis error to identify the errors made by students in translating from the source language text into English. The findings of the study revealed that the most frequent errors found were translation errors (including distorted meaning, addition, omission, and inaccurate renditions of lexical items) which contributed 48.37% of the total errors, and linguistic errors with 44.08% (including the selection of words (lexical choice), the arrangement of words and phrases (syntax), and the juxtaposition of words (collocation)). There are several similarities between the previous studies above, one of which is they analyzed the error made by EFL learners who are learning English as their primary study. The participants majored in English Education study programs at different universities. Some studies classified the errors into more general categories, while others classified the errors into more specific classes.

Based on the phenomenon above, the researchers attempted to discover and identify the errors made by Indonesian EFL learners, particularly in interlingual translation. The researchers carried out this study to analyze the errors made by tenth-grade students at a private senior high school in Lampung. The current study focused on investigating students’ translation of texts from Indonesian as the source language into English as the target language. The present study is different from the previous studies mentioned in the literature review since this study investigated the errors made by Indonesian EFL learners in upper secondary education by using three different taxonomies: lexical errors taxonomy ([James, 1998](#)), surface strategy taxonomy ([Dulay, Burt, and Krashen, 1982](#)), and morpho-syntactic taxonomy ([Keshavarz, 2012](#)). The current study centralized on investigating students’ translation in written form from Indonesian as the source language into English as the target language. This study also aimed to describe the possible causes or sources of errors that occurred in students’ translations. Linguists have proposed some possible sources of error over the past years.

The common possible sources of error argued by linguists are interlingual and intralingual errors (James, 2013; Richards and Schmidt, 2010; Brown, 2006). Based on the background above, the researcher attempted to answer the following questions: 1). What types of lexical and grammatical errors do Indonesian EFL learners frequently make in their Indonesian to English translation? 2). What are the possible factors affecting those errors?

From the aforementioned research question, the objectives of this study can be formulated as follows: 1). To identify the types of lexical and grammatical errors Indonesian EFL learners frequently made in their Indonesian to English translation. 2). To describe the possible factors affecting the errors.

METHOD

A qualitative method in a form of a case study was used in this study to gain the answer to the research questions. The researchers applied case study research as the study tried to investigate the phenomenon in a real-life context. As described by Creswell (2013), a case study focuses on one or more cases over time through extensive, in-depth data collecting incorporating numerous sources of information. This method involves documenting the history and conducting a thorough examination of a situation involving issues in organizations (Sammut-Bonnici and McGee, 2014). The case study has been widely employed in social sciences to explore current real-life circumstances and has given a framework for the development of methodologies. It can help improve the specific learning objectives that are fundamental for English courses. In this present study, the researchers used 15 simple sentences and a short text consisting of 66 words as the primary instrument. In conducting the research, the researchers asked students to translate the document. The students were allowed to use a dictionary to help them translate the words they did not know. The researchers used error analysis (EA) to analyze the data. This methodology is used as it is suitable for the aim and the nature of the research. To analyze the data, the following steps were conducted: collecting the errors, identifying the errors, describing the errors, classifying the errors, and evaluating the errors (Khanom, 2014). The current study focused on analyzing lexical and grammar errors, considering the ability of students to translate texts is still inadequate to find out discourse errors. Discourse errors are associated with “the way sentences are organized and linked to make whole texts” (Thornbury, 1999). Errors made at this level happen due to the inappropriate use of context. The researchers employed lexical errors taxonomy (James, 1998) in classifying the lexical errors and surface strategy taxonomy (Dulay, Burt, and Krashen, 1982) as well as morpho-syntactic classification (Keshavarz, 2012) in categorizing the grammar errors. The first taxonomy was used in analyzing lexical errors, while the second and the third taxonomy were utilized in analyzing grammar errors. Morpho-syntactic taxonomy was employed since there were several types of errors in grammar level that could not be identified using surface strategy taxonomy although most types of errors

overlapped within surface strategy taxonomy and morpho-syntactic taxonomy. The researchers attempted to collect, identify, describe, classify, and evaluate the errors by specifying the samples as well as comparing the erroneous sentences and the correct sentences. The primary data source in this study was obtained from students’ tasks (document), that is students’ translations from Indonesian into English. For the secondary data source, the researchers obtained the data from reading some journals related to sources of errors to strengthen findings and complement the primary source.

RESULTS AND DISCUSSION

After adding up the errors, the researchers found that there was a total of 402 errors found in the data. Figure 1 figure illustrates the overall distribution of lexical and grammatical errors found in students’ translations.

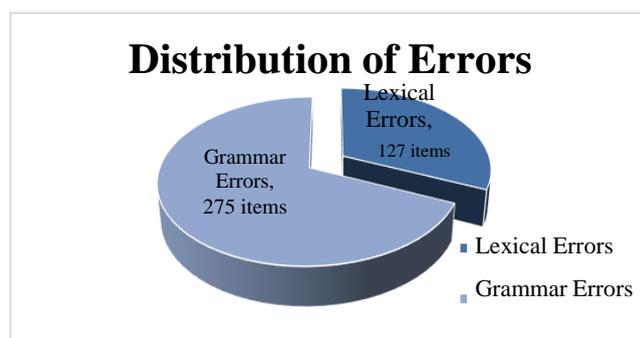


Figure 1/ Distribution of errors

As seen in Figure 1, grammar errors constructed 275 items, and lexical errors constructed 127 items of the total errors. Based on the calculation, in which 171 items were identified by using surface strategy taxonomy and 104 items were identified by using morpho-syntactic taxonomy. The next figure below sums up the frequency of each error at lexical and grammar levels.

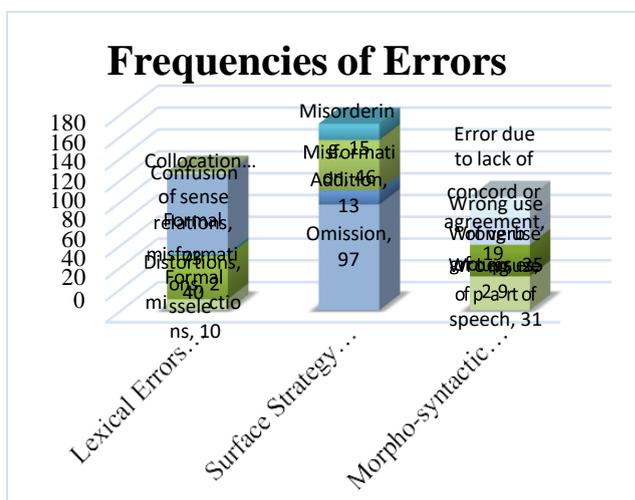


Figure 2|Frequencies of errors

Based on the figure above, omission was the most frequent error found in students' translation, followed by the confusion of sense relations, misformation, and distortions with the details of 97 items, 73 items, 46 items, and 40 items respectively. As for other errors, the researchers found 31 items of wrong use of part of speech, 29 items of wrong use of tenses, 25 items of

wrong use of verb groups, 19 items of lack of concord and agreement, 15 items of misordering, 13 items of addition, 10 items of formal misselection, 2 items of formal misformation, and 2 items of collocational error. The following table illustrated the number of errors each student made in their translation.

Table 1 | Total errors of each student

	Students	Total Items of Lexical Error	Total Items of Grammar Error	Total Errors	Status
1.	Student 1	3	5	8	Unfinished
2.	Student 2	3	11	14	Unfinished
3.	Student 3	3	2	5	Unfinished
4.	Student 4	4	20	24	Unfinished
5.	Student 5	9	5	14	Unfinished
6.	Student 6	5	1	6	Finished
7.	Student 7	6	6	12	Finished
8.	Student 8	4	1	5	Unfinished
9.	Student 9	4	2	6	Finished
10.	Student 10	4	6	10	Unfinished
11.	Student 11	2	6	8	Unfinished
12.	Student 12	9	27	36	Unfinished
13.	Student 13	6	3	9	Finished
14.	Student 14	7	11	18	Finished
15.	Student 15	2	3	5	Unfinished
16.	Student 16	3	29	32	Unfinished
17.	Student 17	4	4	8	Unfinished
18.	Student 18	6	18	24	Finished
19.	Student 19	6	22	28	Finished
20.	Student 20	4	15	19	Finished
21.	Student 21	8	23	31	Finished
22.	Student 22	7	34	41	Finished
23.	Student 23	9	8	17	Finished
24.	Student 24	7	5	12	Finished
25.	Student 25	2	8	10	Unfinished
	Total	127	275	402	

From a total of 25 students who participated in the research, 12 students had finished the task, and 13 students were not able to finish the task. This was due to the lack of time, in which the time allocation was 40 minutes, and each student has different capability and skills to translate during a such limited time.

Lexical Errors

After analyzing the data, the number of lexical errors was counted. According to the findings, the researchers discovered the total number of lexical errors and semantic errors is quite the same. The total number of lexical errors is 127 errors, with formal errors in lexis accounting for 52 errors and semantic errors in lexis accounting for 75 errors.

Formal Errors of Lexis

Formal errors of lexis deal with the morphology of the word (how to spell and pronounce a word), the syntactic behavior, the functional or situational restrictions, and the frequency (how likely the word is to be used).

There are three sub-types of formal errors of lexis: formal misselection, formal misformations, and distortions. The frequencies and percentage of each sub-type of error was presented in [Table 2](#) below.

Table 2 | Frequencies of students' formal errors of lexis based on lexical errors taxonomy (James, 1998).

No.	Types of Errors	Sub-types	Frequency
1.	Formal misselections	Suffix type	2
		Prefix type	-
		Vowel-based type	6
		Consonant-based type	2
		<i>Sub-total</i>	10
2.	Formal misformations	Borrowing	-
		Coinage	-
		Calque	2
<i>Sub-total</i>	2		
3.	Distortions	Omission	16
		Overinclusion	9
		Misselection	14
		Misordering	1
		Blends	-
<i>Sub-total</i>	40		
Total			52

Based on the table above, the most to the least frequent errors found in the students' translation in formal errors of lexis are distortions which construct 40 times of total formal errors,

formal misselection 10 times, and formal misformations which cover only twice. The next three excerpts below exemplified and described each error in more detail.

	Student Translation	Correct Translation
[1]	... contracts with diary farms	... contracts with dairy farms
[2]	... which occur new-new this	... which occurs recently
[3]	Breeding is a recent phenomenon	Branding is a recent phenomenon

Formal misselection is further classified into four sub-types namely suffix type, prefix type, vowel-based type, and consonant-based type. From the findings, there were only three sub-types found in students' translations. In datum [1], the error was considered a vowel-based suffix misselection type. The students were expected to write a diary; however, some students wrote a dairy instead. Both words share the same number of syllables (two syllables), stress patterns (/ˈder.i/ vs /ˈdair.i/), word class (noun), initial part (d), phonemes in common (/d/ /r/ and /i/).

The next sub-type of formal errors is formal misformations, which can be seen in [2]. Among the smaller subtypes (borrowing, coinage, and calque), only calque errors were found. As seen from the data presented above, the students did a literal translation from the source language into the target language. The construction in [2] showed that the students translate the word *baru-baru ini* as new-new this. In Indonesian, *baru* means new while *ini* can be translated as this. The last sub-type of formal errors is distortions. The interesting feature of the errors above is that most of them are caused by the transfer of phonological elements of the student's first language. In [3], the students used the letter e in place of the letter a and the word branding.

This error is also influenced by the phonological system in Indonesian. In English, the letter a has many phonemes namely /e/, /ə/, /ɑ:/, or /æ/. The correct pronunciation of branding is /ˈbræn.dɪŋ/, so the letter a is pronounced using the phoneme /æ/, which is quite similar to how the letter e is pronounced in Indonesian. Unlike in English, the letter a in Indonesian only has one phoneme which is /ɑ:/, and is never pronounced as /e/, /ə/, or /æ/. Consequently, the students confused the letter a with the letter e and therefore wrote branding as *breeding*.

Semantic Errors in Lexis

As the most frequent error found at a lexical level in students' translation, the errors in semantic errors were dominated by one sub-type of errors only, which is the confusion of sense relations (98.21% of the total semantic errors). On the other hand, collocational errors only appeared once with a percentage of 1.79%. The table below provided the frequencies of each sub-type of error.

Table 3| Frequencies of students' semantic errors of lexis based on lexical errors taxonomy (James, 1998)

No.	Types of Errors	Sub-types	Frequency
1.	Confusion of sense relations	Using hypernym instead of hyponym	-
		Using hyponym instead of hypernym	-
		Using inapt co-hyponym	-
		Using the wrong near-synonym	73
		Sub-total	73
2.	Collocational errors	Semantically determined word selection	-
		Statistically weighted preferences	-
		Arbitrary combinations	2
		Irreversible binomials	-
		Sub-total	2
Total			75

Starting with the most prominent error, the total error found in students' translation regarding the confusion of sense relation was 73 errors. The next error found is included in collocational errors with a total of 2 errors. English has

many combinations of two words or known as collocation. If one of the words in the combination is not the word that usually goes together with the other word then it is an arbitrary combination. The details and descriptions are presented in the excerpts below.

	Student Translation	Correct Translation
[4]	There are many mice in that old home	There are a lot of mice in that old house
[5]	Branding in the past is similar with ...	Branding in the past is similar to ...

Synonyms can be confusing for EFL learners. Sometimes they are interchangeable since they are close in meaning, sometimes they are not as they have different nuances and essence. The latter is what we call near-synonyms. It is even more difficult for students to differentiate near-synonyms because the difference is subtle, especially if there is only one equivalent word in their L1, but if they choose to use the wrong near-synonym, then they have already made an error.

At a glance, the datum [4] is not erroneous. The substitute word home has a quite similar formal definition to the required word house, in the sense that they both refer to one's dwelling. Nevertheless, they have different connotations. A house is a mere physical building where a person or a family lives and there is no emotion intertwined with the occupant. That being said, a home can also refer to a building resided by a person or a family, but there is an emotional attachment to it.

Thus, home refers to any building, any location, or even to an abstract thing as long as the person living or having it considers it as his special place, a place that is the most comfortable for him and belongs to him. Considering the

context of [4], it is more appropriate to use the word house. The adjective old describing the building and the fact that there are many mice in that building implied that the building is somehow no longer inhabited or is neglected and desolated. No one will consider an abandoned house full of mice as their home. The students attempted to translate the phrase *mirip dengan* into English by translating word by word. The word *mirip* is equivalent to similar in English, while the word *dengan* is equivalent to with. By combining those two words, the students created an inappropriate phrase similar to in [5] above. This error was most probably caused due to students' assumption that if *mirip* is equivalent to similar and *dengan* is equivalent to with, then *mirip dengan* must be translated as similar with in English. Thus, the holistic strategies applied by students led them to make this kind of error.

Grammar Errors

The researchers applied surface strategy taxonomy and morpho-syntactic errors taxonomy in classifying grammar errors. Since some of the errors were not covered in the former, the latter was utilized to complement the former to classify more errors in grammar errors

Surface Strategy Taxonomy

Based on surface strategy taxonomy, learners may change surface structures of the target language by omitting or adding unnecessary elements or items, misforming as well as misordering them (Dulay, Burt, and Krashen, 1982). This taxonomy highlights the surface structures of language are altered by learners in specific and systematic ways. This

premise is also related to the concept that learners' cognitive process underlies the way learners construct and develop their interlanguage. The results of the analysis revealed that students made all types of errors (omission, addition, misformation, and misordering) in their translations. The frequency of each type of error is shown in Table 4 below:

Table 4 | Frequencies of students' grammar errors based on surface strategy taxonomy (Dulay, Burt, & Krashen, 1982).

No.	Types of Errors	Sub-types	Frequency
1.	Omission		97
2.	Addition	Double markings	2
		Regularization	1
		Simple addition	10
		Sub-total	13
3.	Misformation	Regularization	1
		Archi-form	45
		Sub-total	46
4.	Misordering		15
	Total		171

Based on the findings above, it is apparent that omission is the most frequent error made in students' translation with

97 times of total errors based on surface strategy taxonomy. Some examples of omission, addition, misformation, and misordering are presented in the following data:

	Student Translation	Correct Translation
[6]	The function of all branding today Ø to show social status	The function of all branding today is to show social status
[7]	Yesterday I cuted my hair	Yesterday I cut my hair
[8]	I agree with he	I agree with him
[9]	Branding is a phenomenon recent	Branding is a recent phenomenon

Another problem found in the students' translation is the absence of the linking verb as shown in [6]. As seen from the datum presented above, the students most likely omitted the linking verb in a sentence. Instead of depicting any action, linking verbs have the function to act as a link between a subject or topic and additional information or the rest of the sentence following that subject. The additional information can be a predicate adjective or a predicate noun. The error in [6] above might be caused by either interlingual errors or communication strategies. The students were not able to find the equivalent term for *adalah* in English and therefore omitted the item. The non-existent grammatical elements in their L1 made students omit the linking verbs in [6]. In Indonesian, there are no auxiliary verbs, linking verbs, and other kinds of verbs. The fact that there are no linking verbs in Indonesian proved the transfer of grammatical elements from students' mother tongues [6].

irregular verb cut by applying the rules of regular verbs; accordingly, the word *cuted* was created. It can be presumed that the students instinctively developed the rule that adding the suffix *-ed* would create the past simple form for all verbs.

An example of addition can be seen in [7]. The sentence was supposed to be in the simple present tense as there was the adverb *yesterday*. However, the students overgeneralized the rules of past simple forms of the

From the data gathered, students also made some misformation errors, particularly the *archi-forms* errors. The students made this type of error the most in their translations. Datum [8] reflected the *archi-forms* errors in which the students selected the wrong member of the class of pronouns. In datum [8], instead of using the object pronoun *him*, the students used the subject pronoun *he*.

Transfer of lexico-semantic elements, cross-association to be more precise, was the possible cause of this error. Pronouns are one of the most prominent differences between English and Indonesian. There are subject pronouns, object pronouns, possessive adjectives, as well as possessive pronouns in English, but in Indonesian, there is only one form of pronoun to represent other pronouns.

In the case above, the pronoun *dia* (male) in Indonesian is equivalent to both the subject pronoun *he* and the object pronoun *him* in English.

Based on the data found, the students inverted the adjective and the noun most of the time. In [9] above the students wrote *phenomenon recent* as the literal translation from *fenomena baru-baru ini*. Interlingual error played another important role in causing this error. The grammatical rule of Indonesian which places adjectives after nouns instead of the other way around encouraged them to apply the same rule in English. Since the students employed the rules in their native language in the target

language, this error was affected by the transfer of grammatical elements.

Morpho-Syntactic Errors Taxonomy

Due to some overlapping sub-types between surface strategy taxonomy and morpho-syntactic errors taxonomy, the classification below only included the sub-types that surface strategy taxonomy did not cover. According to the table below, the distribution of the errors was fairly equitable.

Table 5 | Frequencies of students' grammar errors based on morpho-syntactic errors taxonomy (Keshavarz, 2012).

No.	Types of Errors	Description	Frequency
1.	Wrong use of part of speech		31
2.	Wrong uses of tenses		29
3.	Wrong use of verb groups	Wrong construction of verbs	9
		Wrong use of modals and auxiliaries	16
		<i>Sub-total</i>	25
4.	Error due to lack of concord or agreement	Lack of subject-verb agreement	15
		Lack of concord within a noun group	4
		<i>Sub-total</i>	19
Total			104

Before delving into each error in further depth, the examples of wrong use of part of speech, wrong use of tenses, wrong use of verb groups, and error due to lack of concord or agreement are presented by the excerpts below respectively.

In contrast to the archi-form errors, which occur when one member of the same word class is mistakenly chosen error in the wrong use of part of speech occurs when a word from the same word class is mistakenly chosen to represent another word class. As indicated in [10], the students substituted the adjective *healthy* for the noun *health*. This kind of error most probably took place due to faulty categorization. The students misidentified the adjective *healthy* as a noun.

As previously indicated, there is only one tense in Indonesian. This implies that whenever an action or an event

takes place, there is no tense marker to indicate the time of the occurrence. Given this, it is not uncommon for Indonesian EFL learners to make errors by employing the wrong tenses in their sentences. An example of this kind of error can be found in [11] above. Despite the presence of the adverb time *yesterday* that indicates the event took place in the past, the students used simple present tense instead of simple past tense [11]. Because of the difference in grammatical structure between Indonesian and English in terms of tenses, the students composed the sentences in English using simple present tense and present continuous tense which may be considered the basic tenses they had learned since elementary education. As a result, they might be more familiar with and utilize those two tenses more frequently.

	Student Translation	Correct Translation
[10]	... sleeping early is good for our healthy	... sleeping early is good for our health
[11]	Yesterday she is not swimming ...	Yesterday she did not swim ...
[12]	He is not have a lot of money	He does not have a lot of money
[13]	There are many mouse ...	There are many mice ...

Furthermore, they might be aware that there are other tenses in English, but they were unaware of the rules that govern to represent another member of the same word class when they should use simple present tense, present continuous tense, and simple past tense.

The datum [12] shown above exemplified the wrong use of verb groups in students' translations. The wrong use of auxiliary was demonstrated in [12] above in which the students used the auxiliary *is* instead of *does*. The students most likely got confused concerning the function of auxiliary verbs. As a consequence, the students overgeneralized the use of the auxiliary verb *is* and underutilized the use of the auxiliary verb *does*. That being the case, they ended up choosing the incorrect auxiliary verb and producing such an erroneous construction.

The last type of error based on morpho-syntactic taxonomy is an error due to a lack of concord or agreement. The determiner *many* should be used with the plural of countable nouns, hence the students should have used the plural forms of the noun *mouse* which is *mice* in [13] above. Transfer of grammatical elements, as well as morphological elements, caused those errors since in Indonesian, there are no auxiliary verbs and most of the nouns have the same singular and plural forms.

CONCLUSION

In general, the students committed more grammatical errors than lexical errors. Omission, confusion of sense relations, misformation, and distortions were the most prevalent lexical and grammatical errors found in the data. The omission was mostly related to the absence of function words such as articles, auxiliaries, prepositions, and pronouns. Factors affecting the omission were avoidance strategies and transfer of grammatical elements. Regarding confusion of sense relations, the students frequently used the wrong near-synonyms due to cross-association. In terms of misformation errors, the students generally selected the incorrect member to represent other members in the class of prepositions and pronouns. Transfer of lexico-semantic errors and ignorance of rule restrictions were primarily responsible for the misformation. Distortion errors found in the data were most probably induced by the interference of the Indonesian phonological system as phonological rules may precede the morphological rules.

Based on the results above, it can be concluded that both intralingual and interlingual errors played essential roles in influencing students to make errors when translating texts from Indonesian into English. Besides, the findings of this study are analogous to those of prior studies in which grammatical errors were found more frequently than lexical errors in students' translations. To summarize, it is evident that errors are rule-governed and systematic.

The researcher suggests the following suggestions to enhance English teaching and learning practice, particularly in teaching grammar:

1. For teachers: reinforce students' grammar knowledge more by using authentic materials and applying them in real-life situations, pay more attention to materials that

are difficult for students, give immediate feedback when students made errors, and pay more attention to pronunciation as phonological production, lexicon, and grammar are interrelated.

2. For students: practice more and learn more about the functions and rule restrictions, particularly those of word classes and tenses, and use their errors as means to improve their grammatical mastery and translation skills.
3. For schools: give adequate amenities to aid English teaching and learning activities in the class and encourage both teachers and students to enhance the quality of English teaching and learning process through variation of school activities and extracurriculars.
4. For researchers: address the scope that had not been covered as well as constraints of the current research problem, establish the same research problem in different settings and contexts, investigate alternative variables that may be relevant to the current research topic, reevaluate the approach used, and expand the framework discussed in the current study.

ACKNOWLEDGEMENTS

It is a great pleasure to acknowledge my deepest and heartfelt gratitude to Universitas Teknokrat Indonesia, English Education Study Program of Universitas Teknokrat Indonesia who have helped me in composing and completing this research.

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

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“YouTube as my second classroom”: Indonesian nursing students’ self-regulated language learning on YouTube

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This study investigated the independent language learning that Indonesian nursing students did after school on YouTube. Six undergraduate nursing students who have a lot of experience with YouTube viewing and have level of English equal to B1 were asked to participate in a one-on-one interview to discuss their opinions of this self-regulated language learning. A narrative inquiry design was deployed to explore the stories of how learners felt about this technologically mediated language learning and how it affected their language skills. The results show that discovering motivation for learning English, searching for extra learning materials, and potential metacognitive learning styles were the three most popular reasons for studying English on YouTube. Students perceived that learning English on YouTube was more flexible, entertaining, and approachable than traditional classroom instruction. However, this informal education does not promote socialization or an awareness of cultural differences between nations. The findings have made a significant contribution to the future instructional design of ESP classroom where the integration of YouTube videos may become an alternative for more engaging ESP classroom interaction. Besides, promoting awareness of cultural diversities and appropriate online social interaction need to be considered for YouTube mediated learning activities to help students use the language appropriately within its socio-cultural settings.

Keywords: self-regulated language learning, YouTube videos, nursing students, English for nursing purposes.

OPEN ACCESS

ISSN 2503 3492 (online)

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Received: 03rd February 2023

Accepted: 17th April 2023

Published: 24th April 2023

Citation:

Kailani, A., Suherdi, D., & Purnawarman, P. (2023). “YouTube as my second classroom”: Indonesian nursing students’ self-regulated language learning on YouTube.

J. Eng. Educ. Society. 8:1.
10.21070/jees.v8i1.1751

INTRODUCTION

Today’s ELT practices are conducted considerably more virtually than they were in the past because of the development of modern information and technology. This tendency encourages the expansion of informal education in society. In informal learning, students have more freedom to choose the educational materials they want, establish their learning objectives, select the best teaching methods, and take advantage of any educational opportunities that present themselves (Kalaja, et.al., 2011). According to Stickler and Emke (2011), informal learning is another word for the idea of lifelong learning and can take place in a few real-world and online settings (Reinders and Benson, 2017).

YouTube is currently a new virtual learning resource. People may now watch, make, share, comment on, and even modify videos uploaded to online media. The YouTubers, the one who produces video content for their YouTube channels, compete to gain as many followers as they can. More subscribers means that greater fame and financial success for them. This phenomenon also happens in the field of nursing. There are dozens of nursing-related YouTube channels, but picmonic.com has ranked the top five of these channels, and they are as follows: RegisteredNurseRN, Simple Nursing, Osmosis, and Speed Pharmacology. Those channels are highly recommended for nurse students (Top 5 YouTube Channels for Nursing Students | Picmonic, 2022)

There has been a lot of investigation into YouTube as a learning tool for nursing students. According to a study by [Mahasneh et al. \(2021\)](#), nurse students can find methodical, well-organized, and one-dimensional simulation movies on YouTube. Forty-eight nursing students participated in the study, and most of them exhibited greater interest in watching simulation films. In a similar vein, YouTube videos, according to [Azer et al. \(2022\)](#), can be used to teach and learn about nursing-specific topics like colostomy and ileostomy. Health professionals should be involved in choosing the best YouTube videos for educational purposes. Not all YouTube videos, nevertheless, are suitable for nursing students. An appropriate film should meet several requirements, such as providing consistent information on ileostomy and colostomy surgical procedures. The study also recommended that qualified healthcare professionals play an important part in deciding which YouTube videos should be used for educational purposes.

Another illustration of how YouTube video quality is controlled is through the selection and categorization of videos based on tight standards. [Özsaban et al. \(2021\)](#) evaluated the effectiveness of instructional movies for ventrogluteal injection. Based on the content of the movies, their quality control, and the reliability of the source, they rigorously analyzed 26 videos. They discovered that 5 out of the 26 movies were still deceptive, but the others were suitable as educational resources. A 2014 report by Akgun et al. included a warning against deceptive YouTube videos. They looked at 119 ECG recordings and discovered that 90% of the videos released by universities or hospitals might be used as educational resources. This finding suggests that even if YouTube is filled with educational videos, careful consideration of the videos' quality, dependability, and applicability is still required. Previous research suggested that YouTube videos had evolved into helpful educational tools for nursing students. Of course, choosing the right quality is crucial.

YouTube videos could potentially be one of the alternatives to informal learning options available now. YouTube videos provide students with a wide choice of resources for informal learning. YouTube videos can serve as authentic resources for EFL nursing students by offering instances of how language is used in everyday situations. YouTube videos may also help international students learn about the sociocultural context in which the target language is used as well as the culture of that language. According to [Benson \(2016\)](#), viewers' comments and discussions on YouTube channels often refer to the value of learning languages and its multicultural dimensions. All these potential advantages may enable EFL nursing students to become more independent and self-reliant learners. YouTube can be used as an informal digital learning platform for students to pick up knowledge outside of the classroom. However, previous studies have only captured the supportive role of YouTube videos in providing information regarding particular discipline, such as nursing. Also, there have been quite a few of studies in investigating

the contribution of YouTube videos for the development of English language acquisition in the setting of EFL/ESL learners. The evidence indicates that little is still known about how EFL nurse students self-regulate their learning on YouTube (for example [Wang & Chen, 2020](#)). To fill the gap, this study was intended to investigate how EFL nursing students self-regulate their YouTube learning and how they view the advantages and disadvantages of this technology-mediated language learning.

SRL practices in the contemporary virtual EFL environment

Literally, the word "learning autonomy" is sometimes used to refer to self-regulated learning (SRL) ([Oxford, 2015](#)). In a larger sense, SRL is a style of learning where students have complete control and accountability over their own learning process, according to [Carneiro et al. \(2012\)](#). [Winne & Hadwin \(2010\)](#) argue that SRL is a purposeful, intentional, and adaptive learning approach that helps students reach their intended learning objectives. In other words, we can define SRL as a type of learning style in which the students are given a freedom to decide what they want to learn, how they want to learn it, and why.

The role of SRL in language has been the subject of extensive research in the ESL/EFL environment. The effectiveness of SRL in helping students meet their own learning objectives has been demonstrated ([Sahin & Savran, 2016](#)). According to a different study by [Zheng et al. \(2016\)](#), learners' personal motivation and their SRL are closely related. According to the study, learners who are highly motivated to learn English to have a broader understanding of the target language and its culture also likely to have greater SRL. This role of SRL may help nursing students not only acquire target language, but they also could learn how to use the medical languages within diverse social and cultural contexts. For instance, when an Asian nurse tries to build a good interaction with clients from the UK, she needs to understand certain jargons that are common in England but unusual in an Asian context. Additionally, there is a connection between students' SRL, and the function of technology assisted learning. In their work to create the learning management system Flip2learn, [Shyr and Chen \(2018\)](#) discovered a strong correlation between flipped learning and SRL. The system gives students the ability to choose their own educational resources, as well as to assess and track their own learning. The outcomes showed that students improved their learning outcomes and SRL as a result. This ability is essential for nursing students where they are required to have a good command of English instead of good nursing skills.

Although there is freedom of learning for students in SRL practices, teachers still play an important role. [Kondo et al. \(2012\)](#) conducted an experiment by giving an experimental group access to mobile-assisted language learning in a reading lesson. In comparison to the controlled group, the results showed a higher rate of reading comprehension growth. However, over the course of the experiment, the performance of the experimental group revealed a decline in self-regulated

learning. This suggests that the teacher may occasionally still need to intervene in the SRL practices. Contrarily, [Lai and Gu \(2011\)](#) discovered that students' usage of technology in SRL helped them maintain their learning motivation, concentrate on their specific learning objectives, broaden their perspectives of other cultures, and acquire authentic resources. As a result, where there is no obvious motivation to learn, the incorporation of technology into SRL activities may result in useless learning experiences. One example of how technology has been incorporated into SRL is YouTube-based language learning. More importantly, when SRL is promoted to nursing students, they may have a wider range of authentic learning materials which suit their learning needs best.

This study is concerned with EFL nursing students' self-regulated learning on YouTube videos because of the important role that SRL plays in effective language learning. Although research on SRL and YouTube use in ESL/EFL practices has been done in several different geographical contexts, there is still no proof of how this video-based social media platform supports effective language acquisition in Indonesian English for Nursing Purposes. The two main research questions will serve as the study's primary guiding principles to fulfill that goal:

1. Why do nursing students utilize YouTube videos to self-regulate their outside-of-class study of English for Nursing?
2. How do Indonesian nursing students see the parallels and discrepancies between learning English in a face-to-face classroom and via YouTube?

The study is anticipated to offer insights into pedagogical practices that increase nursing students' self-regulated language acquisition in a technologically enhanced environment outside of their official face-to-face class meetings by answering the research topics.

METHOD

Research Design

This is a narrative inquiry study with interview as the data collection method. The interviews were aimed at exploring language learning experiences of 6 nursing undergraduate students (five females and 1 male). They were selected because they won the international transfer credit award from the Indonesian Ministry of Education. These students were awarded the grant after successfully passing all the stages of selection process. The participants also achieved English language proficiency test with the score no less than 500 points. In addition to the English language proficiency test, the selection was based on students' academic performance and extracurricular portfolios. The participants' ages ranged from 20 to 21 years old. All the participants were recruited through the purposive sampling approach with the category of the experience of watching English videos through their own personal network. There were 10 students granted the

award of international transfer credit program, however, there were only 6 of them who showed personal interest in participating in this research. The data were garnered from one-on-one interviews conducted for one month, from June-July 2022.

Semi structured interview

Semi-structured interviews were chosen as the data gathering method because of the interview questions' flexibility. The adaptable structure might make it easier to explore the reasons behind why these nursing students utilized YouTube videos to learn and how this method helped them improve their nursing English abilities. [O'Leary \(2005\)](#) contends that even though some predetermined questions are prepared in advance, this method is more conversational in nature than the structured one. According to [Dornyei \(2007\)](#), the prepared questions in a semi-structured interview can aid the interviewer in systematically covering each of the mentioned subjects and serve as a guide for the interview.

Twelve questions were posed to each participant during a one-on-one interview to learn more about their experiences watching YouTube videos to learn English for Nursing content, their attitudes toward this informal learning method, and how they perceived the impact of this informal learning method on their personal development and language learning experiences. All the interviews were conducted in Indonesian, the first language of the students, to ensure that any potential linguistic hurdles would not affect their responses data analysis.

Data analysis procedures

All the responses of participants were recorded and verbatim transcribed in writing. The transcriptions were then evaluated in two key areas to address the study's major focus: students' self-regulated language learning practices and a comparison of conventional classroom instruction versus English language learning on YouTube. First, three stages of analysis were performed on self-regulated language acquisition practices: identification, coding, and comparison. To find examples of the students' self-regulated learning based on [Lai and Gu's \(2011\)](#) framework, including goal commitment, resource, attachment, cultural learning, metacognition, and social connection, each of us first read through all the participants' comments. Then, to come to a consensus and settle all the disagreements, the independent categorization findings were compared and reviewed. To examine the similarities and contrasts between learning English in the classroom and on YouTube, the students' comments were re-examined. The article's discussion focuses on the key parallels and divergences that the students identified.

RESULTS AND DISCUSSION

Research question 1: Why do nursing students utilize YouTube videos to self-regulate their outside-of-class study of English for Nursing?

The first research question focuses on the participants' reasons for using YouTube videos as their after school or self-regulated language learning resources. To find and categorize the instances of participants' self-regulation indicated in their interview transcripts, [Lai and Gu's \(2011\)](#) framework was used. There were 27 cases found, as shown in [table 1](#) below. The three most important goals are to increase understanding by expanding one's knowledge base (resource regulation, 14 responses), to increase one's motivation to learn (affective regulation, 9 responses), and to choose the best self-regulated learning techniques (metacognitive regulation, 4 responses).

Table 1| Purposes of the use of YouTube videos as the informal learning resource

No	Types of self-regulate learning	Number
1	Resource regulation	14
2	Goal commitment regulation	1
3	Affective regulation	9
4	Culture learning regulation	0
5	Metacognitive regulation	4
6	Social connection regulation	0
Total		28

Following excerpts of the interview illustrate students' purposes of the use of YouTube videos for self-regulated language learning:

Resource regulation:

It helped me a lot, because medical terms are sometimes hard to find their equivalences in my first language, so, learning them in English made me easier to grapple with the exact meaning. Also, I can learn how a word is pronounced correctly. (RF) Helped me to learn correct pronunciation, build up my nursing vocab. (GV)

Affective regulation:

The visual properties and word pronunciation helped me to learn. (SF)
More nursing videos with appealing animations and subtitles. (ND)

Metacognitive regulation:

I can learn the content on my own pace. I can re-learn the video as many times as possible. (NS)
That's my personal learning style where I prefer to watch and listening prior to learning the materials in the lectures. (VN)

The examples of students' narratives that were copied above clearly show that they frequently view YouTube videos because they struggle with the exact pronunciation of some nursing terms. Since the English YouTube videos teach them the precise nursing terms and how to pronounce them correctly, they are seen as authentic resources. Despite this, the students were nevertheless able to better understand the topic thanks to the videos' visual components, like animations and subtitles. The students acknowledge that the films help

them develop their metacognitive learning ability, which allows them to study at their own pace without worrying about the amount of time they spend studying.

However, neither social learning regulation nor cultural learning regulation are mentioned in the student narratives. No student has ever expressed interest in learning about the intercultural components of nursing content. However, for children to develop a global knowledge of cultural diversity around the world, this regulation is crucial. The lack of social interaction makes students perceive themselves as passive information consumers. They mainly watch the videos and don't want to interact socially with other viewers or YouTubers. Only one student chooses to view a YouTube video to help with the goal commitment regulation of the metacognitive regulation. It suggests subtly that most students lack tenacity and a strong dedication to their individual learning objectives. "It helped me enhance my speaking talent," remarked student GV. Prior to beginning her self-regulated language learning on YouTube, she has a clear objective: she wants to hone her speaking ability by watching the videos she has chosen.

Research question 2: How do Indonesian nursing students see the parallels and discrepancies between learning English in a face-to-face classroom and via YouTube? Along with looking into why students watch YouTube videos, this study also looks at how they see the parallels and contrasts between learning in a regular face-to-face classroom and studying online. This is done because we want to explore the underlying motives that led the students to adopt YouTube videos as a source of informal learning. All the pupils agreed that the concepts are the same whether they are being learned in a classroom setting or through YouTube. The same subjects covered in class can be found in videos for students to watch. The following passages demonstrate that similarity.: The content is the same, but watching videos is more interesting because its visual properties. (NS) The topic is the same, and we can do a face-to-face meeting. On the other hand, learning via YouTube can be done anywhere and anytime. (SF) It is evident that the participants could learn the same material at home by watching YouTube videos. Since they may learn at their own pace and since the visual aspects of such videos appeal to them more, they prefer to learn through YouTube.

Despite the similarities, the students' opinions of learning on YouTube and in a traditional classroom differ. Learning via YouTube differs from the conventional learning style in three important ways. First, the visual components of videos increase students' interest in learning. As this student said that: "The content is the same, but watching videos is more interesting because of its visual properties". (NS). This illustrates how students favor using videos as learning resources due to their appealing visual qualities. Second, they acknowledged that learning on YouTube was less daunting than what they experienced in class. When they needed to pose a question in class, the pupils occasionally experienced reluctance. As a substitute, many preferred to look for the remedy on YouTube.

The following passages capture the students' sentiments and ideas on the subject:

YouTube help me confirm my understanding where I found it hard to do this in the classroom. (RF)

I felt hesitation to ask a question when learning in the class. I prefer to find the answer from YouTube. I can re-learn the materials. (VN)

The degree of freedom that YouTube learning offers sets it apart from traditional classroom learning in a third way. The students claimed that they could watch YouTube videos at their own pace, wherever they were, at any time. The amount of time allotted in the classroom, however, restricts learning. The ability for students to watch, pause, and resume the videos is yet another benefit of using YouTube for education. Students find this learning method more convenient because they do not have to rush through understanding the material. The students can control their own study rhythm. As GV said that: "YouTube can help us to review the lessons at home until we fully understood the materials. Also, we can pause and continue the video, so that it would help us learn more effectively". Similarly, SF admitted that: "... learning via YouTube can be done anywhere and anytime".

Based on the premise that YouTube has become a popular informal learning resource for students' self-regulated language learning, specifically learning English for nursing purposes, the current study investigates nursing students' experiences of using this video-based social media platform as their second classroom, in addition to the traditional one. According to the data, most of students watch a YouTube video to find learning content, increase the appeal of learning, and improve metacognitive learning skills. These findings confirm what [Zheng et al. \(2016\)](#) found in their study. The study noted that learners' personal motivation and their SRL are intertwined. Putri, et al. (2020) found that EFL learners claimed that using YouTube would help them regulate their English learning and offer joy, pleasure, and excitement to the experience.

On the other hand, only very few of the responses indicate students' commitment to learning objectives. This implies that students' dedication to learning objectives is not among their list of learning goals. Students are passive YouTube video viewers, according to the study. By commenting on the YouTuber's videos or those of other viewers, they do not intend to forge social connections. Additionally, the students pay no particular attention to the videos whether they have any cultural references. However, it is crucial for students to be aware of cultural diversity because they may engage in cross-border engagement and communication in their future careers as nurses. YouTube videos are being consumed passively by students.

The research shows that when people watch a video on a YouTube channel, they are mostly interested in the content of the video. As [Novawan et al. \(2021\)](#) found that EFL learners showed a favorable attitude toward using YouTube in EFL instruction, however, they did not utilize it regularly for other activities like entertainment and

learning new things. In other words, students have their own personal choice of what things they want to learn. In the same vein, the findings of this current study indicate that students can freely select and view videos that interest them. This also confirms what [Winne & Hadwin \(2010\)](#) found that SRL is a purposeful, intentional, and adaptive learning approach that helps students reach their intended learning objectives. However, the durability of this learning style outside of the classroom cannot be separated from the teacher's responsibility ([Kondo et al. 2012](#)). Creating activities to introduce students to videos featuring various foreign cultures is one of the teacher's interventions. This would motivate students to engage in self-regulated learning while discovering the cultures of others. Learning a language and its culture are seldom inseparable.

Furthermore, teachers can assign students to leave comments on videos they have watched to encourage students to actively build social connections. As a result, rather than being passive consumers of the videos, the students would actively provide constructive feedback on what they saw. This can be accomplished by analyzing the strings of viewer comments ([Benson, 2016](#)) or by posting a comment in the comment thread ([Thorne and Reinhart, 2008](#)). A new community could emerge as students learn to post and reply to comments online. Viewers would share information with one another and collaborate to create new knowledge. According to Tu (2000), social presence cannot be disregarded in this situation. When social presence is low, it's possible that social interaction and connection are absent. Giving active comments on the YouTube videos we have viewed is one approach to demonstrate our social presence. In doing so, we implicitly thank the YouTube channel owner and other viewers for their existence.

The phrase "using authentic resources" can be used to describe the practice of nursing students watching YouTube videos to understand specific nursing terminology. The authentic information that the students learn from the films can help them learn the language more quickly. Authentic resources may help learners contextualize the meaning of target language ([Hwang, 2005](#)). Hwang also stressed that authentic materials could help learners experience the genuine taste of the target language as well as bridge the cultural barriers that exist during foreign language learning. It can be concluded that authentic materials give students the proper context in which to use the language and stop them from disrespecting other people's traditions.

The use of appealing visual elements by the content provider is another lure for learning via YouTube videos. This indicates that for today's students, multimodal text is a novel and appealing source of learning materials. Multimodal text is a type of text that combines linguistic and visual components to fulfill the social aim of the text, its readers, context, and how those components are employed to deliver the contents ([Gourlay, 2016](#)). Those multimodal texts may give more comprehension to the readers. This occurs with nursing texts, including videos, when visual components like images, diagrams, and charts are used with written texts to strengthen the meaning of the text's intended messages.

By concentrating on YouTube videos as an informal learning resource for nursing students, the study's findings add to the body of knowledge about online self-regulated language learning. The results of the earlier study by [Wang & Chen \(2020\)](#), which ranked "resource regulation" as the primary goal of EFL students' self-regulated language acquisition, have been verified by this study. This study broadened the scope to the English for Specific Purposes setting, in particular English for Nursing course, in contrast to other similar studies that also studied types of students' online self-regulated learning (e.g., [Lai and Gu 2011](#); [Sahin Kizil and Savran 2016](#); [Wang & Chen, 2020](#)). The usage of YouTube videos as multimodal texts by nursing students can add to the empirical contribution of the prior studies, even though there has been still no any significant changes in the research findings between the current study and the past studies. Future research on self-regulated language learning in the context of English for Specific Purposes has to examine other variables, such as the absence of social connection regulation and cultural learning regulation.

CONCLUSION

In conclusion, it has been found that there are three main motives that attract students' interest in learning English via YouTube channel. First, YouTube videos help them broaden their knowledge of the topic. The video can be used as authentic materials for the topics and content the students may not find its equivalence in their first language. Second, learning English on YouTube is more interesting to students since it is a multimodality resource which combine texts, image, audio, and even colors. Third reason, YouTube videos help them to be more autonomous in learning because they can independently select topics that suit their needs best. Besides those motives, students admit that there is no difference between learning in the classroom and learning via YouTube. Both learning format offer the same learning content. However, students perceive that learning via YouTube is more appealing that studying in a classroom since the videos involve various sound effect, colorful images, and engaging content. The participants also affirm that learning via YouTube is less daunting than a face-to-face classroom interaction. They can choose their own learning phase and select the right time to learn the materials.

Furthermore, the findings suggest that students should participate actively in the YouTube subscriber community by leaving helpful comments on the videos they view. One of the best methods to develop social connections with other viewers is through this. Teachers must still intervene to maintain students' motivation for learning despite their lack of commitment to the learning objective. It is envisaged that YouTube's rise as a resource for informal learning will help students in their academic endeavor, particularly learning English language within nursing contexts. Besides confirming the results of previous research in the field of language acquisition, the study gives implication to the teaching and learning strategies in ESP classroom. Teachers are expected to infuse social and cultural values in online language learning. Being more aware of cultural and social matters in an online interaction

may assist learners use the language appropriately.

Even though this study has provided some insight into the problems with self-regulated language learning, the use of semi-structured interviews with a very small sample size (6 participants) prevents it from painting a full picture of the situation. Researchers may be able to investigate these problems more thoroughly with a similar study that uses several data sources and a larger sample size. When attempting to determine how watching YouTube videos affects learners' language development, different research methodologies, such as experimental or longitudinal studies, may be more appropriate.

ACKNOWLEDMENT

Thank you to the Ministry of Research and Higher Education as the main sponsor for this study. Furthermore, we also extend the gratitude to our sources for interview and research participants, especially to the students of Nursing Bachelor Program in the University of Muhammadiyah Banjarmasin.

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

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Appendix | Interview Protocols

1. Do you often watch YouTube Videos instead of reviewing learning materials?
2. What is the name of YouTube Channel you frequently watched?
3. How often do you visit that channel?
4. What kind of video do you watch on that Channel?
5. Why are you interested in watching that kind of video?
6. Is there any interesting video you found in that channel?
7. Can you tell me about that video?
8. As a nursing student, what do you think about that YouTube Channel?
9. Do you have any suggestion to the owner of the channel in relation to the content and the presentation?
10. Do you think the videos have influenced your learning experiences?
11. What are the differences and similarities between learning through YouTube and in a classroom?
12. Will you continue to adopt this learning style, or will you combine it with other resources.



Artificial-Intelligence powered App as learning aid in improving learning autonomy: Students' perspective

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The disruption and development of technology has rapidly transformed the educational system these days. Its practicality has driven students to equip themselves with technological devices and software, particularly those with Artificial-intelligence. This study aimed at identifying students' perspective on the implementation of Artificial-Intelligence Powered App as Learning Aid in Improving Learning Autonomy. Specifically, this study identified whether or not the use of Artificial-Intelligence Powered App as Learning Aid could change learners' perspective on autonomous learning and improve their learning autonomy. Further, the perspective being investigated is related to learners perspective on their role in fostering autonomy as well as learners' perspective toward the teachers' role. The researchers conducted the study by following a collaborative action research. The data of the study were collected using questionnaires and semi structured interview. Then, the results of the questionnaires were analyzed quantitatively and the results of the interview were analyzed qualitatively. This study finds out that incorporating artificial intelligence powered apps has successfully changed learners' perspective on autonomous learning. Besides, the use of artificial intelligence powered app also works positively in fostering learners' autonomy. Since this study was conducted using action research method, the result of the study cannot be generalized to a larger population. Thus, an experimental study that apply inferential statistics analysis is needed to support the results of the study.

Keywords: artificial intelligence, learning autonomy, students' perspective, vocabulary

OPEN ACCESS

ISSN 2503 3492 (online)

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Received: 23th August 2022

Accepted: 9th April 2023

Published: 19th April 2023

Citation:

Mahendra, M. W., Nurkamilah, N., & Sari, C. P. (2023). Artificial-intelligence powered app as learning aid in improving learning autonomy: Students' perspective. *JEES (Journal of English Educators Society)*, 8(1). <https://doi.org/10.21070/jees.v8i1.1699>

INTRODUCTION

The development of digital technologies has greatly transformed the face of our education today. Technology is integrated in nearly every part of instructional process, as in teaching, learning, assessing, and promoting learner autonomy. According to [Ahmadi \(2018\)](#) and [Rojas et al. \(2020\)](#), technology provides a lot of relevant resources to EFL learners with easy and fast access allowing them to schedule to their learning flexibly in addition to formal learning. In other words, technology can function as a learning support for learners to enable them having more exposure to the target language.

Compared to using personal computer, Mobile Assisted Language Learning (MALL) is considered more preferable on the hands of the learners ([Yudhiantara & Saehu, 2017](#)). This preference is due to the fact that MALL offers affordable features, interactivity, accessibility, privacy, and more importantly multifunctionality ([Shi et al., 2017](#)). [La Hanisi et al. \(2018\)](#) viewed the inseparable connection between learners and their mobile devices is because they

are able to perform many things with their phones, some to mention are texting, uploading and downloading pictures and videos, browsing for information, and make use of some application provided to support their learning. In addition, [Karakaya & Bozkurt \(2022\)](#) mentioned that the interaction between the students and their devices (MALL) provided providing learner agency and motivation by empowering autonomy. Their study found that MALL has recently veered to include the use of mobile devices in informal learning contexts and outside the classroom.

In performing MALL, teachers have utilized relevant software to be used in classroom interaction, such as gamification, social media, audio for listening, and other applications ([Gonulal, 2019](#); [Kamilah, 2021](#); [Sadiq et al., 2021](#); [Tamtama et al., 2020](#)). In Indonesia, the use of mobile devices in language classrooms has increased significantly during the Covid-19 pandemic in early 2020, where both teachers and learner to shift the instructional process to be fully online, albeit both parties are not fully ready with it ([Mahendra, 2021](#)). The successful use of technologies in online classroom setting has been delivered by several scholars in related area. For instance, [Xiuwen & Rgazali \(2021\)](#) have successfully employed TikTok as one of the trending social media to be used as tools of teaching. They take advantages of its popularity within learners' environment to create an online classroom situation that support the language learning. The study found that this platform enables students to improve their communicative competence to certain extent. The optimal utilization of digital tools can also be rooting from developing teachers own platform as what has been done by [Huertas-Abril \(2021\)](#). One of the strong points highlighted in this study is that the use of self-designed technology motivates students more to interact due to its interactive feature. Such examples of successful uses in different educational contexts is possible since traditional teaching and learning methods were less effective in engaging learners and motivating them to achieve the learning goal ([Zieni, 2019](#)).

Gitsaki and Robby (as cited in [Zieni, 2019](#)) through an evaluative study on the use of iPads at Zayed University in the UAE mentioned that the use of the technology in the class increased student participation and motivation. Their method created practice ready and led the learners to be autonomous. Another positive impact showed that m-learning (mobile learning) exposed the learners to a large number of authentic materials also enabled new ways of learning emphasizing continuity or spontaneity of access and interaction across different contexts of use. In connection to the cognitive aspect, m-learning enhances learner autonomy on some levels. "It allows the learner to reduce the memorization time and gives more time for higher levels of thinking skills such as application, analysis, evaluation, and creation." ([Zieni, 2019](#))

These numerous successful findings on the use of digital tools in teaching and learning process do not indicate that there is no problem with its implementation. In contrast to these findings, several others consider that implementing technology in classroom setting alone will not cover all

other factors contributing to the success to learn English. A study from [Rahayu & Wirza \(2020\)](#) reveals that among 102 teachers who become the participants, more than half of them state that learning with technologies in online learning is difficult for them to conduct. Similarly, [Ramadani & Xhaferi \(2020\)](#) emphasized that teachers alone cannot guarantee that they can overcome the challenge to use technology. With so many platforms provided, it is hard for them to synchronize and use some of them at once.

Therefore, it is necessary to state that learners themselves plays a key role in the instructional process. Studies have shown the willingness of students to actively and independently learn by themselves escalate their achievement compared to only relying on their receptive skills in classroom. Moreover, technology in the hands of the learners could be more effective since they are the generation born with technology. [Ningrum & Arrasyid \(2021\)](#) point out that learning with MALL is fun, interesting, and can be done more easily.

[Pegrum \(2014\)](#) mentioned that m-Learning (mobile learning) points out that it could enhance anywhere, anytime learning and learners can learn at their own pace as well. The technology is to facilitate, support, enhance, and extend the reach of teaching and learning. Besides, their informants state that they are more productive since the device enables learners to gain information quickly compared to traditional classroom activities. Another study by [Darsih & Asikin \(2020\)](#) reflect that students feel it is easier to use mobile apps to help their learning since the applications are often used by them. In the higher education context, college students view using technology as learning aid are very helpful to achieve their learning target ([Habibie, 2021](#)).

Clearly, making them motivated and looking at their perspective only on the use of technology are not sufficient. The estuary to the use of technology is to promote their learning autonomy. The basic idea of being autonomous is that learners being responsible of their learning by planning, controlling, and evaluating their target ([Muhammad, 2020](#)). Learner autonomy is referred to by several words in language education and has diverse semantics. It included learner independence, self-directed or autonomous learning, self-instruction, self-access learning, independent learning, and autonomous learning. Likewise, [Yuliani & Lengkanawati \(2017\)](#) argue that promoting learning autonomy means more opportunities for learners to set their objectives, manage their learning strategies, the content order to learn, up to the evaluation process. That being mentioned, stating a learner being autonomous can be seen by whether or not they fulfill the indication such as self-direction, self-access learning and individualized instruction ([Kumaravadivelu, 2003](#); [Kumaravadivelu, 2005](#)). In addition, even promoting learner autonomy is not spontaneous, being aware of the autonomous condition is the first step to learning improvement ([Khaidir et al., 2020](#)).

However, such ideal condition is not easy to realize. Allowing them to set and plan their learning fully from the initial stage is very hard to do. One of the challenges is to create the proper condition for learners to learn on their own

([Mohamed Jamrus & Razali, 2019](#)). Learners in EFL context often being teacher-guided for too long which leads them to be unable to be responsible with their own learning. This is proven by [Oveshkova \(2018\)](#) whose preliminary study shows that the teacher-centered environment results in making the learners passive and unprepared to take charge and regulate their own learning.

A preliminary study was also conducted in prior to this action research. The preliminary study took place at the researcher's class, at the General Vocabulary class in State Hindu University of I Gusti Bagus Sugriwa Denpasar, with 35 students in total. The preliminary study was conducted by distributing questionnaire and observation sheet. The questionnaire exhibits students' previous condition on performing autonomous learning on the following aspects; 1) students' primary experience to autonomous learning, 2) students' perception on lecturer's roles, 3) students' perception on their roles.

The preliminary finding of the first aspect reveals that more than half of the students did not have the experience to conduct self-directed learning previously with 41.7% showing strong indication and 16% with greater indication of lack of experience. Moreover, 32.56% of students indicate that they are uncertain whether or not have performed autonomous learning. On the other hand, only around 9.74% are quite certain that they have the capability to learn autonomously.

Second, the students' preliminary perspectives on lecturers' role indicates that they lack their autonomy on the aspect of reliance to lecturers. The data shows that learners are still being contingent on lecturers' role in deciding the topics and materials, stating the objective of the learning, and supervision from the lecturers. One of the relieving facts is that around 30% of the learners are aware that their job is not finished even the given tasks are accomplished. Additionally, 20.5% of the learners are uncertain whether they should depend on lecturers, while 72.07% reveals their dependence on the lecturers.

The third aspect of the students' perception on their roles is revealed in the preliminary study that the percentage of learners who are aware of their role is quite moderate with 27.7%. Surprisingly, 52% of the students are uncertain of their roles. This means more than half of the participants are unaware whether or not they have performed learning autonomy. Some of the specific aspects with the highest level of uncertainty includes consistency in learning, checking their own progress, and setting their own target.

The preliminary findings imply that the unsatisfactory result of the university students' autonomy in learning needs some improvement. Fostering it can be done through several means; one of which is by providing them the learning aid. Artificial Intelligence powered app demonstrates a great contribution in terms of giving aid and enhance language learning. Its role in supplementing teaching and learning has led many program developers to create a specific program for improving certain skills ([Junaidi et al., 2020](#); [Kholis, 2021](#); [Sezgin et al., 2020](#)). Additionally, some research on AI with other platforms has proven that AI enhanced

students' autonomy on learning the language ([Eberding et al., 2020](#)). AI also provided various tasks where the students could try. AI offers numerous possibilities for task construction and tuning, enabling the separation of single parameters across complexity dimensions.

Giving the positive effect from its usage, it is hardly surprising that many prefer to use artificial powered app to be integrated into the instructional process. In terms of the practicality, it is regarded as advanced technology which is easy to be used even without much supervision from teachers since it is powered by algorithm ([Sun et al., 2021](#); [Suryana et al., 2020](#)). This is also the one of the most supporting grounds to the current study to use AI powered app to change students' perspective to autonomous learning. Besides, there has not been many studies giving attention to the use of AI powered app specifically in fostering autonomous learning.

An AI powered app named Mondly has also been used in language classrooms. Mondly is a language learning app which allows students to learn different languages as it works as a learning aid to reinforce basic words and concepts students may have learned in their class. Studies on this app are limited to exploration of the app ([Cowie & Alizadeh, 2022](#); [Jung, 2019](#)) and its particular feature of virtual reality (VR) use for enhancing language skills ([Jensena & Cadierno, 2022](#); [Nicolaidou et al., 2021](#)). Learning the scarcity of studies on AI powered app to foster learner autonomy, the present study investigated the use of Mondly as an AI powered app in a language classroom aiming. As it claims to work inductively, allowing students to explore the language as how they like to learn it, it is therefore expected that the app could aid to shift and improve students' perspective of learner autonomy as compared to the preliminary findings on the topic.

Based on the aforementioned explanation, the formulation of the research problems can be provided as follows: 1) how does artificial intelligence powered app improve learners' role in autonomous learning based on students' perspective? 2) how does artificial intelligence powered app improve change teachers' role from students' perspective?

METHODS

This present study employed a collaborative action research. This design was chosen due to the involvement of not only lecturers as researchers, but also group of students where both parties seeing this as outcome-based investment. There were 35 students involved in this study consisting of 12 male and 23 female students of the first-year majoring in English Language Teaching at university level in Bali. These students were in intact group and taking general vocabulary class as one of the courses. This study involved five steps adopted from [Sagor \(1992\)](#) covering (1) formulating problem as what has been explained in the previous part, (2) planning action, (3) collecting data, (4) analysing data, and (5) reporting results. Action planning depicts the procedure

of introducing them to the AI powered app to foster their autonomy. In this respect, the AI chosen is Mondly. Mondly is an artificial intelligence powered app that functions as learning aid to enhance students' vocabulary. It has several modules from basics to specific regarding vocabulary in the target language. It is equipped with speech recognizer to help students to not only know the words, but also getting feedback about their pronunciation from the app. This app is also designed with reward system to motivate students to learn on their own and finish the module based on their target. Thus, the action planning can be seen in [Table 1](#).

TABLE 1 | The Procedure to Foster Autonomous Learning with Mondly

No	Description
1	Introducing the Mondly app to the subjects with all features equipped in it as well as how to use it to enhance their learning.
2	Asking students to set their target to finish the module, the strategies they use to accomplish it and note every difficulty that they might face during its accomplishment
3	Present them with freedom to work on their project based on the target they set earlier.
4	Providing consultation if students require one during their work on the project
5	Evaluating the effect of Mondly App toward their learning autonomy

The presented procedures were conducted for two months from 20th April - 22nd June 2022. The data were collected through questionnaires where the result of the questionnaire before treatment is exploited to be the basis to set the criteria of success. There were two criteria of success set in this study: (1) There is a change of students' perspectives on the lecturers roles from being too dependent on the lecturer to be more self-regulated, and (2) There is a change of perspective on learners' role from most of the them are uncertain to become more aware of their roles. Secondary data were collected through semi structured interview to reveal students feeling in using the app. The data were then analyzed quantitatively by comparing the result of the questionnaire before and after the using Mondly app as learning aid to foster their autonomous learning. Aside from quantitative analysis, a qualitative analysis on semi structured interview was used to support the primary data.

RESULTS AND DISCUSSION

As previously mentioned in this paper, the artificial intelligence app used in this study is Mondly. It is a specific app designed to enhance learners' vocabulary building. In order to operate the app, learners have freedom to choose which level and what module they eager to learn. They also have the privilege to set their target and select their learning strategy. The roles of the lecturer in this respect are to introduce them to the app including how to use it, allocating

the time constraint for them achieving target, and being open if the learners need support. Specifically on time allocation, it is necessary to conduct since the evaluation on the change of the perspective needs to be done after some period of time. In this respect, the given allotted time is 4 weeks since the app is introduced. Here is a sample figure of the app in [Figure 1](#).



FIGURE 1 | The Home Image of Mondly App

The evaluation on their perspective is conducted after the allotted time by administering the same questionnaire that contain the perspective on their role. The findings on the perspective on lecturers after the action is presented in [Table 2](#).

The given information in [Table 2](#) above indicates that there has been a significant change of students' perspective on the roles of the lecturers toward their vocabulary learning. Learners begin to realize that they can be more independent than they initially thought of. This is proven by the data that shows the disagreement over the reliance to the lecturer improves by almost 59% in total. Likewise, the percentage of the learners who are uncertain whether or not that they should depend on their lecturer plummeted to 6.6%. On the other hand, the learners would still feel that they need assistance from their lecturer, especially when they encounter problems with their learning. This is understandable since learners should not totally by themselves when they face problems and they need to find solution by exposing it to others. This is reflected by 45,6% of the total learners who still think that they need some advice. Thus, it can be concluded that the learners are changing their perspective from being too dependent to their lecturer to become more self-regulated.

Learners' Perspective on Their Role after Treatment

Another aspect to be analyzed is whether or not learners are changing their perspective on their roles. This is important since during the preliminary, the majority of the students were not certain of their roles as an independent learner. Therefore, after Mondly was implemented, the questionnaire on their roles was administered one more time. [Table 3](#) below illustrates the learners' perspective on their roles after the treatment.

TABLE 2 | Learners’ Perspective on Lecturers’ Role after Treatment

No	Statements	SD	D	U	A	SA
1	I believe the lecturer should make the total learning plan in General Vocabulary Class	11.4%	45.8%	2.9%	28.5%	11.4%
2	I want the lecturer is the only one to set the goal of the learning in general vocabulary class	5.7%	51.4%	11.4%	31.4%	-
3	The lecturer should choose the topic for me to explore in learning the vocabulary	17.1%	48.5%	5.7%	25.7%	-
4	I think my lecturer should always decide the material to be learnt in general vocabulary class	48.5%	20%	8.6%	20%	2.9%
5	My lecturer is the only one who knows my progress	17.1%	54.2%	8.6%	17.1%	2.9%
6	my lecturer must always give advice if I find problems	25.7%	25.7%	2.9%	31.4%	14.2%
7	I have fun in learning if the lecturer state the objective of learning	8.6%	45.7%	5.7%	20%	20%
8	I can keep learning if my lecturer always supervise me	20%	65.7%	2.9%	11.4%	-
9	I rely so much on lecturers to help my learning	11.4%	57.1%	11.4%	20%	-
10	I think when I complete the task from my lecturer, my job is finished	28.5%	51.4%	5.7%	14.2%	-
Mean Score		19.4%	46.55%	6.6%	22%	5.45%

TABLE 3 | Learners’ Perspective on Their Role after Treatment

No	Statements	SD	D	U	A	SA
1	I think I understand what I should do in General Vocabulary Class	-	14.2%	5.7%	25.7%	54.3%
2	I decide my own learning plan in general vocabulary class	11.4%	20%	8.5%	31.4%	28.6%
3	I set my target learning by myself in general vocabulary class	-	-	8.5%	85.7%	5.7%
4	I decide the topic to be explored in learning vocabulary	-	2.9%	11.4%	45.7%	40%
5	I always learn new vocabulary every day with my own method	-	14.2%	14.2%	37.1%	34.3%
6	I check my learning achievement by myself	-	14.2%	11.4%	48.6%	25.7%
7	I always ask friends or teachers if I do not understand some materials	2.9%	5.7%	5.7%	48.6%	37.1%
8	I believe it is me who should determine what I learn	5.7%	8.6%	5.7%	51.4%	28.6%
9	I think my task is to keep learning new vocabulary even my lecturer have not asked me to	2.9%	11.4%	2.9%	62.8%	17.1%
10	I think I am able to check my own progress	-	8.6%	17.1%	54.3%	20%
Mean Score		2.3%	10%	9.3%	49.2%	29.2%

As presented in [Table 3](#), there is a major change in learners’ perception on their roles in learning. This indicates how far learners have realized their primary task to be autonomous learners. The number declined from 52% in the preliminary study to 42.7%. This significance transformation designates the well awareness possessed by learners. From [Table 3](#), it can be seen that 78.4% in total agree that learners themselves should be able to set their own goals in learning, method of learning, progress checking, looking for support, and evaluating their achievement. Although the number of learners who disagree with their roles is not as significantly decreasing compared to other aspects, it remains considerably important for learners’ progress. It can also be concluded that learners have become more cognizant with their role to be autonomous learners. Since the data have provided a significant change on learners’ perspective on autonomous learning which also means the criteria of success has been fulfilled, thus the cycle of action research can be stopped.

These findings are supported by the result of the interview that reveal students started to be more autonomous. They disclose that the use of Mondly helps them to plan their vocabulary learning since they are given

various options of module in the app. This specialty of the app gives them a general picture of which material they should learn first, allowing them to choose a topic to explore further. This is in line with the findings from [Zulkepli et al. \(2018\)](#) who highlight that technology helps fostering learners’ autonomy to the extent that they are able to select materials from the provided options. This indicates that exposure to the range options are still needed.

[Umam \(2021\)](#) adds that fostering learning autonomy to the young generation with the use of technology is considered faster since they are accustomed to the exposure of technology in their daily interaction. In this regard, the role of the lecturer in classroom could be reduced gradually but not totally as they direct learners to be more autonomous. In short, the learners agree that teachers or lecturers could take less dominance when deciding the materials to be learnt.

Additionally, the findings also confirm that of [Djoub \(2016\)](#). He explains that MALL offered learners the opportunity to experience new ways of learning beyond the classroom context, increasing flexibility and giving learning opportunities in terms of context, mode of delivery, learning space and time, thereby increasing learning autonomy.

Mobile learning significantly motivated the learners and transformed the learning process as it helped learners to raise their self-esteem, self-confidence, and autonomy.

Furthermore, it is highly important for learners to be able to put efforts on checking their learning progress. The result of interview generally supports the findings from questionnaire on this matter. Learners reveal that they are happy because the apps is equipped with a comprehensive assessment system to help them check how far they have mastered certain vocabulary. In addition to the drawbacks of traditional assessment (Li, 2021), checking learning progress with the help of artificial intelligence powered apps is considered giving more supplementary yet comprehensible data and providing aids in learning efficiency (Sun et al., 2021).

Although Mondly is specially designed for elementary level vocabulary for foreign learners, participants in this study confidently state the daily challenges presented in the app motivate them to subconsciously learn more vocabulary every day compared to when the app was not used. It is known that the perspective of learners where they think they should keep learning even the lecturer does not assign them is derived from this condition. Some learners even emphasized their interest in learning by stating that even after the course, they would keep using the app to help them learning new vocabulary. This is probably due to a new version that is available after certain period of learning. As stated by Sejnowski (2020) deep learning program will also lead learners to have deep learning experience, the sophisticated performance of the app allows learners to continuously explore the app further and deeper. Also, artificial intelligence provides an opportunity for learners to learn adaptively since the app is regularly updated with new materials, module, and functionality (Orsi Koch Delgado et al., 2020).

With the aforementioned findings and discussion on how the artificial intelligence powered apps works on changing learners' perspective, it can be used as a milestone to foster their autonomy since having the perspective of the importance of autonomous learning is the major basis for it.

CONCLUSION

There are two major conclusions derived from this present study. First, incorporating artificial intelligence powered apps in general vocabulary learning has successfully changed learners' perspective on autonomous learning. It was implemented through action research model where the effect of the AI powered apps was observed after five steps of implementation. In results, there are two major indicators of autonomous learning that are used in this study namely students' perspective on lecturers' role and their own role. Second conclusion is that the use of AI powered app work positively in fostering learners' autonomy in learning vocabulary. The findings of this study also indicate that the use of AI powered apps suites the higher education context. Drawbacks might include the needs to provide lecturers or

teachers with autonomy to override recommendations in classroom situation as well as helping them to tackle issues raised during the implementation of an AI powered app in teaching certain subject.

ACKNOWLEDGEMENTS

This article is a result of collaborative research across universities among UHN I Gusti Bagus Sugriwa Denpasar, Universitas Muhammadiyah Jember, and Mae Fah Luang University, Thailand. We would like to extend our gratitude specially to reviewers and board of editors of JEES (Journal of English Educators Society) for their constructive feedbacks and the opportunity to learn from this journal.

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

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