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Integrating hybrid learning and team-based project in EFL writing class

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This study aimed to describe the integration of hybrid learning and team-based projects in learning to write and to explain the effectiveness of implementing hybrid and team-based projects in improving students' writing performances. This research method was mixed with quantitative analysis using quasi-experiments and questionnaires, while qualitative analysis used observations in writing classes. The instruments applied were writing tests, questionnaires, and observations. The results of this study were feasible to be used and tested in a small-scale class in the third semester of English Education at one of the universities in Semarang, Central Java, Indonesia. The average result of the validation is more than four scores, so it is in the excellent category. Meanwhile, the results of the analysis of student perspectives on learning through Team-Based Projects were divided into four, namely; student perspectives and motivation regarding the implementation of hybrid learning, student perspectives on the effectiveness of Team-Based Projects, student perceptions of independent learning through team-based projects and hybrid learning, and student perceptions about working in groups. All of the indicators were categorized as excellent. In addition, the integration of hybrid learning and team-based project in the English Language Education Study Program with the participation of seventy-two students, with the final grades of all students being in the complete category above seventy so that the integration of hybrid learning and team-based projects was effectively implemented in genre text writing classes. Therefore, the results of this study could make a good contribution because they can motivate students to write texts and improve independent student learning.

Keywords: EFL Students, Hybrid Learning, Integrating, Team-Based Project, Writing

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INTRODUCTION

English Education lecturers in Indonesia have responded to technological advances in the digital 5.0 era, so they have changed classroom learning from face-to-face to integrated face-to-face online, especially in writing (Wilson, 2020; Wijayatiningsih et al., 2021; & Maulida, 2020). Because they may not repeat material in face-to-face classes, a weakness of the face-to-face learning paradigm (Sun & Chen, 2016; Wright, 2017; Santikarn & Wichadee, 2018). In another context, many phenomena also occur in online learning: the lack of interaction that encourages character implementation in education, the lack of complete feedback for students, and the need for more logical and weighted learning involvement (Aslam et al., 2021; Lukas & Yunus, 2021). The phenomena in online learning also happens in English Education Study Programs at one of the private Universities in Indonesia, especially in genre-based writing courses where online learning has not provided complete facts that knowledge is evenly distributed and well implemented. This problem happened in 2020 and 2021 when

the writing class happened in online. These facts are supported with some previous studies about teaching writing through online ([Mahmud & German, 2021](#); [Simamora, 2020](#); [Wihastyenang et al., 2020](#))

Based on the previous studies in learning face to face and online, it needs to combine both of them in the teaching learning to create the harmonization process in learning writing ([Alsowat, 2022](#); [Tusino et al., 2021](#); [Wijayatiningsih et al., 2022](#)).

One of the facts that emerge is that students tend to close the camera during online classes where people are working, which will later affect student maturity ([Asgari et al., 2021](#); [Castelli & Sarvary, 2021](#); [Chen et al., 2020](#); [Gherhes et al., 2021](#); [Neuwirth et al., 2021](#)). The students also cannot focus on the content offered by lecturers, and e-learning often makes students unable to take full responsibility for their education. A hybrid learning model can be used to overcome the drawbacks of online and classroom learning, combining the best of both models. It allows students to learn both in school and outside the classroom learning model combines the benefits of face-to-face and online ([Wright, 2017](#); [Wang & Seepho, 2017](#); [Wang et al., 2017](#); [Williams & Lahman, 2011](#); [Lynch, 2014](#)).

On the other hand, until now, especially the English Language Education Study Program at one of private universities in Central Java, Indonesia, have utilized a teaching method known as "face-to-face learning," in which students do all their learning directly. The weakness of the face-to-face learning model is that it still relies on spatial and time ([Cheadae & Khongput, 2019](#); [Lynch, 2014](#); [Sun & Chen, 2016](#); [Wang et al., 2017](#); [Williams & Lahman, 2011](#)).

This generation was born due to the rapid development of information and communication technology (ICT) ([Ari et al., 2021](#); [Auster, 2016](#); [Sri et al., 2021](#); [Szeto, 2014](#); [Wright, 2017](#)). Teachers now learn online or via the internet, not in person. There are many benefits of online learning. First, everyone can know whatever they want without spatial and time constraints. Secondly, operational costs for each student to participate in learning activities become more affordable. Thirdly, it is more accessible to monitor student progress. Fourth, the web-based learning design enables personalized learning activities. Lastly, learning materials can be updated more quickly because of the web design. However, the weaknesses of this model include the following:

1. Student abilities and motivation.
2. Access to learning using the web is often a problem for students.
3. Students quickly feel bored and bored if they need access to information.
4. Guidance is required for students to find relevant information.
5. Learning is only possible if there are adequate communication facilities.
6. Lack of direct interaction between lecturers and students.

Face-to-face and online models have drawbacks. Therefore, a hybrid learning paradigm was born. The term "blended learning" refers to instruction that combines face-to-face and online (e-learning) components Click or tap here to enter text. Not all class activities are replaced by online learning in hybrid learning. Instead, online learning complements those not offered in class ([Suh & Huh, 2017](#); [Sumarno & Tatik, 2018](#); [Titova, 2017](#); [Tsiakyroudi, 2018](#)).

According to previous research, hybrid learning is 30 percent better, 40 percent faster, and 30 percent cheaper than traditional learning in learning writing ([Alsowat, 2022](#); [Maulida, 2020](#); [Purnomo et al., 2016](#); [Tusino et al., 2021](#)). In addition, hybrid learning classrooms provide a comfortable learning atmosphere pleasantly. It is also much more fun ([Abdullah et al., 2022](#); [Baresh et al., 2018](#), [Baresh, 2019](#); [Heim, 2022](#); [Yang & Spitzer, 2020](#)). Both in-person and online classes have lower participation rates than hybrid learning classes.

Moreover, the government has announced the implementation of Merdeka Belajar, which is identically related to learning collaboratively with technology. One approach that can be accommodated in the class is hybrid learning, which will help students develop their character while also being responsible for their mastery of English with collaborative and participatory learning, according to the Key Performance Index of the Ministry of Education and Culture, collaborative and participative class ([Anis & Anwar, 2020](#); [Krishnapatria, 2021](#); [Lhutfi & Mardiani, 2020](#); [Meke et al., 2021](#)). However, this collaborative and participatory learning model through hybrid learning still has drawbacks. It must be comprehensively integrated into the process design, practice, and assessment of learning English with technology.

Hybrid learning offers many advantages to students, including face-to-face meetings and collaboration, synchronous and asynchronous online chats and discussions, real-time interaction and feedback from the instructor, optimal course design for both channels of instruction, technology-driven assessment, and traditional examinations ([Stein & Graham, 2020](#); [Banditvilai, 2016](#)); [Gulnaz et al., 2020](#)). The hybrid learning approach incorporates a wide variety of different types of constructs, including those listed above. The hybrid learning environment is utilized if each component is in place.

This research integrates Team-Based Projects or what we often call Project Based Learning as the capital of students socializing in life in society in the 5.0 era. It is also one of the approaches to teaching and familiarizing students to become knowledge producers in a learning community called Team Project Based Learning or Teamwork and learning project based ([Alwasilah, 2019](#); [Guo et al., 2020](#); [Villalba, 2022](#)).

Teamwork and project learning competencies (Team Project Based Learning/ TPBL) are cited as essential learning objectives in most universities worldwide. Therefore, team project-based learning is interpreted as a learning approach that focuses on student involvement in teams and has been introduced to maintain social skills,

creative problem-finding, and problem-solving skills ([Alwasilah, 2019](#); [Guo et al., 2020](#); [Villalba, 2022](#)).

[Lee et al. \(2017\)](#) discussed that educators have come to embrace TPBL, or team-based, project-based learning, as a method for improving classroom engagement and student outcomes. "True peer-based learning" (TPBL) is more than just a catchy name for group research. Nevertheless, TPBL stands out from the crowd. The degree to which students must engage in design, problem-solving, decision-making, and investigative activities to find solutions to a project's stated problems or challenges is indicative of the project's complexity ([Lee et al., 2017](#)). Project-based learning, especially at the university level, requires teamwork rather than individual effort due to the complexity and variety of tasks involved. In addition, there is a broader choice of instructional methods that can be used in project-based learning than in problem-based learning. Even if a project addresses a problem, the focus may change to an unrelated area that is not causing issues ([Lee et al., 2017](#); [Villalba, 2022](#)). Because of its emphasis on teamwork, TPBL challenges students to think independently and provide original solutions to problems. In this way, TPBL does more than group students together for problem-solving.

Hybrid Learning can be combined with a Team-Based Project learning model to overcome these deficiencies, focusing on increasing students' comprehension ([Kassem, 2018](#)). This model is a combination of learning in the classroom and can be done collaboratively outside the school. This is in line with the previous research about hybrid problem-based learning in speaking skills ([Kassem, 2018](#)), which positively affected students' speaking performances, independent and self-directed. The main point that hybrid-based project learning has been researched is that it is practical to implement in the classroom or online ([Yang & Spitzer, 2020](#); [Lynch, 2014](#); [Tusino et al., 2021](#)). However, most previous studies on hybrid learning have only focused on speaking vocabulary acquisition, students' engagement, and virtual or hybrid comparisons in the writing class without integrating team-based projects in writing genre-based instructions ([Baresh et al., 2019](#); [Abdullah et al., 2022](#); [Alsowat, 2022](#); [Baresh et al., 2018](#); [Heim, 2022](#)).

Furthermore, the writing skills of English Education students at Muhammadiyah University Semarang in the third semester show progress during the online process of assembling sentence ideas into paragraphs. However, difficulties arise in providing peer feedback, class involvement could be more optimal, and there is still relatively high plagiarism, around 30% when given a review from the lecturer. Even though the online learning process during the pandemic and new normal has integrated technology applications, e-learning, games, and providing motivation for writing, the involvement and giving of fellow students' feedback could be better conditioned and positive.

Based on the findings above, developing the Hybrid Learning Based Team Project model is urgently needed to improve students' performances, especially in genre-based writing. However, the combination of the Hybrid Learning

and Team-Based Project models is a new model whose validity, practicality, and effectiveness of this combined model still need to be discovered.

Therefore, this study discusses two research problems, as follows.

1. How to integrate a valid Hybrid Learning and Team-based Project in writing class?
2. Is implementing the Hybrid Learning and Team based effectively improving students' writing performance?

METHODS

Research Design

This research employed a mixed-method approach by applying an explanatory research design to find out the quantitative data as the main findings while the qualitative data is additional data to find out the comprehensive findings ([Cresswell, 2014](#); [Cresswell & Plano, 2018](#)). The quantitative approach applied the quasi-experiment design, and the qualitative method used classroom observation based on the seven steps of the team-based model ([Jalinus et al., 2017](#); [Lee et al., 2017](#)). The seven steps of a team-based project are making basic questions, designing project plans, compiling project schedules, monitoring students and project progress, testing test results, and evaluating experiences.

Research Participant

This research was conducted in the Department of English Education at one of a private universities in Semarang, Central Java, Indonesia. This department offered courses in writing from the first to the sixth semester. This study was limited to genre-based writing because this course strongly connected to producing a genre or text. Seventy-two students in the third semester participated in the eight-week experiment, divided into thirty-four students in the control class and forty-two in the experiment class. They had age-ranged from 18-21 years old. This study employed purposive sampling since there are only two classes.

Research Instruments

This study applied three instruments, namely writing essay tests, questionnaires, and observation sheets. The type of questionnaire used is a questionnaire for analyzing student needs in the implementation of hybrid learning and team-based projects, a questionnaire on student comfortable in using technology, a questionnaire on student motivation on knowledge with student writing results, student perspectives on the effectiveness of team-based projects, student perceptions of independent learning through team-based projects and hybrid learning, and student perceptions in group learning. The indicator of questionnaires modified from ([Ari et al., 2021](#); [Kassem, 2018](#); [Mulyadi et al., 2019](#)). The questionnaire had been validated in one of private universities in East Java, Indonesia and had valid result 0.295 and reliable results 0.75. The observation sheet is the observation of the learning process in the form of making basic questions, designing project plans, compiling project

schedules, monitoring students and project progress, testing test results, and evaluating experiences.

Data Analysis

The results of this study were analyzed using descriptive statistics, normality tests, validity tests, one-sample tests, alpha regression analysis, and effectiveness tests using the following effectiveness indicators quantitatively.

Analysis of the effectiveness of the HLBTP model is based on three indicators, namely;

- a. Completeness of writing ability
- b. The effect of motivation and independent learning on writing
- c. A comparative test of the experimental class with the control class

While the qualitative data was analyzed by using thematic analysis based on Team-Based Project steps [Baresh et al., 2019](#); [Abdullah et al., 2022](#); [Alsowat, 2022](#); [Baresh et al., 2018](#); [Heim, 2022](#)).

RESULTS AND DISCUSSION

The Integration of Hybrid Learning and Team-Based Project in Writing Class

This current research had four concept analyses: need analysis, design, development, implementation, and evaluation.

At the need analysis stage, researchers analyzed students' skills, knowledge, and learning motivation in the learning process in Genre Based Writing courses. This analysis was carried out using a questionnaire and observation method. The questionnaire was distributed from student perspectives in Hybrid Learning and Team-Based Project learning which was divided into satisfaction questionnaires in the implementation of hybrid learning and questionnaires for students' convenience in using technology. In contrast, the student perspective questionnaire on learning through the Team-Based Project is divided into four types, namely, student perspectives on knowledge with their writing results, student perspectives on the effectiveness of Team-Based Projects, student perceptions of independent learning through Team-Based Projects and Hybrid learning, and student perceptions about working in groups. The results of the satisfaction analysis in implementing hybrid learning are summarized in [Table 1](#).

[Table 1](#) reveals that the perspective of EFL students on implementing hybrid learning related to their satisfaction in writing class has the highest result on EFL learner satisfaction with class interaction in class 4.02. While the lowest effect on EFL learner satisfaction with writing material provided online is 3.56. The average score of statements about the EFL perspective, especially their satisfaction with hybrid learning in writing, is 3.78. Almost all of the questionnaire statements are above the standard criterion 3.5. Therefore, hybrid learning has progressed in scaffolding the writing learning process, especially using a genre-based approach. It has the same results as previous research from [Wijayatiningsih et al. \(2022\)](#) that EFL

learners tend to have a positive perspective in classroom interactions in writing with hybrid or mixed learning, especially the scaffolding of their processes in writing.

TABLE 1 | The Satisfaction Questionnaires in the Implementation of Hybrid Learning

Indicator	Mean	SD	Level
The satisfaction is that hybrid teaching is appropriate for situations where writing classroom space is limited.	3.78	1.02	Very Good
Satisfaction with hybrid formats in writing classes.	3.74	1.05	Very Good
Satisfaction with the lecturer's teaching methods in writing classes	3.78	1.07	Very Good
Satisfaction with class interaction in writing class	4.02	0.87	Very Good
Zoom meeting & google meet satisfaction in learning to write	3.86	1.03	Very Good
Satisfaction with writing learning management systems	3.8	1.05	Very Good
Satisfaction with written communication tools such as email, forums, g drive, Instagram, YouTube	3.68	1.15	Very Good
Satisfaction with writing materials provided online.	3.56	1.01	Very Good
Total	3.78	1.03	Very Good

The two results of the analysis of student satisfaction with the use of technology are summarized in [Table 2](#).

TABLE 2 | The Comfortable of Using Technology

Indicator	Mean	SD	Level
The use of email in writing class	3.68	0.82	Very Good
Typing and editing in paper writing assignments	3.76	1.08	Very Good
Delivering electronic documentation	3.72	1.03	Very Good
Receiving electronic documentation	3.46	1.05	Good
Downloading writing materials	3.74	1.03	Very Good
Listening writing materials on laptop or PC	3.66	1.10	Very Good
Writing product lay out	3.74	1.12	Very Good
Seaking verbally and sharing activities each other	4.16	0.96	Very Good
Total	3.74	1.02	Very Good

[Table 2](#) explains that students' comfort in using technology has the highest outcome indicator in speaking verbally and sharing at 4.16. However, there is the lowest result on the material gauge uploaded online. At first glance, this habit is carried out by students in everyday life and is

considered something that is usually done, obtaining the smallest average size of 3.46, which is included in the excellent category. In contrast, the intermediate results of the questionnaire indicators range from 3.6 to 4.1, which fall into the outstanding category. These results align with previous research (Santikarn & Wichadee, 2018) where the highest marks were in the use of chatting or talking online and sharing.

Furthermore, the results of the analysis of student perspectives on learning through Team-Based Projects are divided into four, namely; student motivation on knowledge with their writing results, student perspectives on the effectiveness of Team-Based Projects, student perceptions of independent learning through Team-Based Projects and Hybrid learning, and student perceptions about working in groups.

TABLE 3 | Student Motivation on Knowledge with the Writing Results

Indicator	Mean	SD	Level
Motivation in developing the writing product	3.05	0.85	Good
Motivation in developing the skills in writing text	3.14	0.96	Good
Motivation in mastery the knowledge of discussion in the classroom	3.64	1.05	Very Good
Motivation in acquisition of various types of writing knowledge such as word choice, sentence structure and mechanics	4.10	0.95	Very Good
Motivation in developing the critical thinking patterns such as thinking based on things that are logical and systematic	3.63	1.01	Very Good
Motivation in developing independent learning in writing text	3.56	0.88	Very Good
Motivation in developing collaborative learning in writing class	3.75	1.09	Very Good
Mean	3.78	0.97	Very Good

Table 3 analyses students' motivation toward knowledge with their writing results. The highest marks are indicators of acquiring various types of writing ability, such as word choice, sentence structure, and mechanics of 4.10. In contrast, the lowest result is 3.05 on the genre writing product development indicator. Furthermore, the average result for all indicators is 3.78, which is very good.

So, this analysis's results align with previous research from Kassem (2018), where implementing hybrid and project-based learning can increase student motivation in

learning to speak. The difference in the results of this study is that student motivation increases in implementing hybrid learning and team-based projects in writing classes.

In addition, a need analysis was also carried out to analyze how far the student's perception of the effectiveness of the team-based project is presented in Table 4.

TABLE 4 | Students' Perspectives on the Effectiveness of Team-Based Project

Indicator	Mean	SD	Level
Materials (handout, writing assignments) are fulfilled	3.82	0.82	Very Good
The problems encountered at the time of writing have been sufficiently resolved	3.71	0.93	Very Good
The number of handout materials has logical reasons according to the desired CPL	3.68	1.02	Very Good
The process of learning to write is arranged systematically	4.10	0.98	Very Good
The time for implementing the Team Based Project is sufficient according to the rules in the syllabus	3.74	1.07	Very Good
Mean	3.81	0.96	Very good

Table 4 describes that the results of the analysis of student perspectives on the effectiveness of Team-Based Project implementation are in the excellent category. The indicator with the highest achievement results in learning to write is systematically arranged where these results align with previous research (Wijayatiningsih et al., 2022). The results of this study have similar results in the process of writing texts by prioritizing harmonization between synchronous and asynchronous learning processes by using coherent and coherent outlines and plots.

In addition, the results of this study are also supported by an analysis of students' perceptions of independent learning using Team-Based Projects and Hybrid Learning, which are explained in detail in Table 5.

Table 5 describes the average student's perception of their learning independence through team-based projects and hybrid learning, which achieve good categories. The highest indicator is in the ability to solve difficulties encountered when writing texts, which these results following research from (Yang & Spitzer, 2020). However, the difference is that this study focuses on solving difficulties and challenges in writing texts. At the same time, (Yang & Spitzer, 2020) discusses how problems determine the main ideas in reading classes through hybrid learning.

TABLE 5 | Student Perspectives on Independent Learning through Team-Based Project and Hybrid Learning

Indicator	Mean	SD	Level
The ability to choose reading sources that suit each other's preferences and writing ideas	3.72	0.91	Very Good
The ability to solve all difficulties in writing texts	3.92	1.01	Very Good
The need for assistance and assistance from lecturers in the learning process of writing texts	3.69	0.88	Very Good
Mean	3.77	0.93	Very Good

Furthermore, [Table 6](#) is the last in analyzing student perceptions of working in groups which can be seen as follows.

TABLE 6 | The Student's Perspectives on Group Work

Indicator	Mean	SD	Level
The ability to work with friends in the teaching and learning process of writing texts	3.64	0.77	Very Good
I receive all opinions and input from all my classmates about the results of my writing products	3.89	1.13	Very Good
Differences in English proficiency do not affect the student learning process	3.53	0.91	Very Good
The ability to work together in groups to write texts rather than writing texts individually	3,3	0.82	Very Good
Mean	3.59	0.90	Very good

[Table 6](#) illustrates the perspectives of students in the group, which found that the highest results were on the student indicator receiving all opinions and input from classmates about their respective writing products, which were categorized in the excellent category. The results of this study follow the results of research by ([Alsowat, 2022](#); [Wijayatiningsih et al., 2022](#)), which state that peer feedback gives a positive perception in developing student writing essays.

Furthermore, the Hybrid Learning model is integrated into the Team-Based Project method at this stage in the design step. The Team-Based Project method is taken from the development of Project Based Learning ([Lee et al., 2017](#)), such as design, problem-solving, decision-making, and investigative activities. Meanwhile, Hybrid Learning is integrated with teaching and learning process activities in

genre courses based on writing using the theory from [Tusino et al. \(2021\)](#). Hybrid Learning is divided into online classes and offline classes. Brainstorming activities are done online to adapt students to new knowledge or skills. Exploration activities and assimilation of new knowledge or abilities are carried out in offline activities in class. The last stage is strengthening and understanding through application and evaluation. Which, in the end, is combined into one unit of the Hybrid Learning Based Team Project.

Next, the Hybrid Learning and team-based project model were assessed by the learning model validator in the development stage. The validator wrote English text to meet the validity rules before being tested in class on students. The results of the expert validation can be seen in [Table 7](#).

TABLE 7 | Validation Result

No.	Indicator	Mean		
		Lesson Plan	Steps	Material
1	Learning model	4.03	4.30	4.17
2	Writing text	4.13	4.43	4.2
Criteria		Valid	Valid	Valid

[Table 7](#) illustrates the HLBTP model, which is feasible to use and test in small-scale classes in the third semester of English Education at the Muhammadiyah University of Semarang. The average result of the validation results is more than 4.00, so it is in the excellent category.

The validation results of the integration of this model were implemented in the S1 English Education Study Program with the participation of 72 students. It applied with the final scores of all students being in the complete category above KKM 70. There is an increase in effectiveness from the pre-test 57 to the post-test 81. Therefore, this research is categorized as successful in developing and implementing the model.

The Effectiveness of Hybrid Learning and Team-Based Projects in Improving Students' Writing Performance

Based on the normality test results, the sample comes from a normally distributed population. The Kolmogorov-Smirnov test was used to test for normality. Testing the hypothesis, which is divided into two, namely;

H₀ = data normally distributed

H₁ = data is not normally distributed

TABLE 8 | Normality Tests

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Writing	.102	45	.200*	.957	45	.094
Motivation	.112	45	.194	.978	45	.542
Independent learning	.100	45	.200*	.969	45	.258

a. Lilliefors Significance Correction
 *. This is a lower bound of the true significance.

From the normality test in [Table 8](#), it was found that the results of H₀ were accepted. If the sig value was > 5% with a significant level set by the researcher of 5%, the data is typically distributed. Based on the table using the Shapiro-Wilk test, it can be seen that sig for writing sig = 0.20 = 20% > 5%, sig motivation = 0.194 = 19.4% > 5%, sig independent learning = 0.20 = 20% > 5%. The results of this analysis indicate that all samples come from normally distributed populations.

Furthermore, the results of the analysis of the hypothesis test of the ability to write text with the completeness test through the calculation of the completeness test individually using the t-test. The hypothesis used to calculate the t-test is

- Hypothesis:
 H₀ = μ ≥ μ₀ (Writing reaches completeness)
 H₁ = μ < μ₀ (Writing does not reach completeness)

TABLE 9 | One Sample Test

	t	df	Sig. (2-tailed)	Test Value = 80		
				Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Writing	11.569	44	.000	5.356	4.42	6.29

[Table 9](#) explores that the analysis of the one sample writing test, it was found that H₀ was accepted. If the value of t_{count} > t_{table} with a significant level set by the researcher was 5%, the ability to write texts reached completeness. Based on the calculation results above, t_(count) = 11.569 and t_(table) = 1.696. Because t_{count} > t_(table) (11.569 > 1.696), then H₀ is accepted and H₁ is rejected. Thus, the value of writing achieves completeness.

In addition, the test of the influence of students' motivation and independent learning is analyzed to know how much influence students' motivation and independent learning have on writing. An alpha regression test will be carried out as follows.

Equation analysis: $Y = a + b_1 x_1 + b_2 x_2$ was performed to test for significance

- To test significance
 Hypothesis:
 H₀: b = 0 (meaningless regression)
 H₁: b ≠ 0 (mean regression)

The results of rejecting H₀, if it is significant < 5%. See the Coefficients table below to find out whether to accept or reject. It can be seen in [Table 10](#).

TABLE 10 | The Influence of Students' Motivation and Their Independent Learning

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
1 (Constant)	7.781	8.992		.865	.392
Motivation	.912	.162	.855	5.636	.000
Independent Learning	-.018	.186	-.015	-.098	.922

a. Dependent Variable: Writing

Based on Table 10, the regression equation $Y = 7.781 + 0.912x_1 - 0.018x_2$ means that an increase in motivation and critical literacy by 1 unit will increase writing by 0.912 and -0.18. For motivation, it can be seen

that the sig value = 0% < 5% so that H₀ is accepted, meaning that the regression coefficient is significant or that motivation has a substantial effect on cognitive structure. Independent learning can be seen as the value of sig = 92.2%

> 5% so that H_0 is accepted, meaning that the regression coefficient is not significant or critical literacy does not substantially affect the cognitive structure.

In addition, testing the effect of motivation and independent learning on student text writing was analyzed using regression analysis.

TABLE 11 | The Effect of motivation and Independent Learning on Students' writing Performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.842 ^a	.709	.695	1.714
a. Predictors: (Constant), Independent Learning, Motivation				

Based on [Table 11](#), the value of $R^2=0.709=70.9\%$ means that the student's writing ability is influenced by independent learning, motivation is 70.9%, and other factors influence 29.1%.

Furthermore, the comparative analysis of the average text writing scores between the control class and the experimental course. Based on the calculation results in [Table 12](#), $t_{count} = 3.648$ and $t_{(table)} = 1.670$. Because $t_{count} > t_{(table)}$ ($3.648 > 1.670$), then H_1 is accepted and H_0 is rejected. Therefore, the experimental class is better than the control class. The explanation can be seen in [Table 12](#).

Based on the findings presented above, the development of the Hybrid Learning Team-Based Project learning model is declared suitable for use in the learning process of writing in Genre Based Writing courses. In the following, the research team describes the process of implementing the model in the learning process based on the results of observations using the seven stages of Project Based Learning.

The learning process in class is carried out for one semester with details of eight meetings for 100 minutes each session. Panels are designed using a Project Based Learning or Team-Based Project teaching flow with flow designs, namely the stages of making basic questions, developing project plans, compiling project schedules, monitoring students and project progress, testing test results, and evaluating experiences.

In the first meeting, students collaborated in groups by asking fundamental questions about the types of narrative texts discussed in the session using trigger questions. The questions are how is the story's background taken, who are the characters in the story, when the story takes place, what tenses are needed, and what kind of language structure will be used? After that, students were asked to design a text that

would be written collaboratively in a discussion team of four people. Each student was divided to determine the orientation, describe the evaluation of the problem, write down complications, explain resolutions, and write reorientations that complement the topics discussed. Then at the stage of monitoring students and project progress, the lecturer asks students to present the results of the joint discussion in the form of a framework and whole draft paragraphs to provide input so that the writing to be developed is meaningful and coherent. Then arrange the scheduling process of writing paragraph by section. The next stage is to test the writing results per student to find out how far students carry out the team-based project-based writing process. In the final step, students and lecturers evaluate the experience of learning to write and reflect on the strategies that have been carried out.

At the second meeting, lecturers and students learned to write a descriptive text. It was divided into the first stage of the process, namely, making basic questions. The questions sample consists of how the topic is chosen in writing descriptive text, what tenses are used, the structure of the language and linguistic features used, and the process of writing a coherent description. Then design the project plan by planning the writing process in the form of groups according to the generic structure of the descriptive text. Then arrange the design of doing descriptive writing. Then the lecturer monitors while the students collaborate to write collaboratively. After that, do an indirect feedback assessment with peer feedback so that the writing test carried out is tested for its process and implementation. Finally, lecturers and students evaluate experiences that process one another so that students can receive feedback and critical thinking that supports their literacy skills.

The third meeting was carried out with the stages of making basic questions about recount text by knowing what experiences students wanted to tell in the past, what point of view was taken, what events were to be said, what grammar was used, and what language features were needed. Then students design paragraph outlines in groups. Then students compose their writing by scheduling who will write the orientation section, event one, even two, and other events and who will write the reorientation of the text being told. The next stage is carrying out monitoring of students and the progress of the writing process. Then test the results of the recount text by providing direct feedback providing the best and appropriate input. Finally, students and lecturers evaluate the experience gained when writing recount texts.

The fourth meeting was carried out according to the stages: making basic questions about report texts. They are what topics are chosen, what the structure of the language is used, whether the descriptions presented do not overlap with the descriptive text, and whether the vocabulary and word

classes are used following the linguistic features of the report text. Then students design an outline and arrange a schedule and write paragraph by paragraph in small groups online and half in class. In addition, lecturers also monitor student writing by involving students in the writing process, namely by providing direct peer feedback between students. Then the writing results are tested to determine whether they follow the busy text rubric and the paragraph writing rubric. Then, finally, students reflect and evaluate the experience gained in the writing process.

The fifth meeting was carried out with the stages of making questions in groups. They are what topics are used in writing explanatory texts, the structure of the language and its generics, how the grammar is used, and how are the language features used. Then students design explanatory paragraph frameworks according to the group's linguistic structure. Students share which part is written by each member in the online group and half of the students in the class. Then the lecturer monitors the process of writing explanatory text so that it does not overlap with the report text. After that, the writing results are given feedback and tested to determine whether they are under the structure requested by the explanatory text. Finally, in the final stage, students and lecturers evaluate the experience processed in an explanation text.

In the sixth meeting, students make basic questions about exposition analytic texts by determining how the topic is chosen, how the generic structure is used, and how the tenses and the coherence between paragraphs are. Then students design an expository analytic text framework according to its generic form. Then students arrange the distribution of writing in groups according to the linguistic features used by group analytical exposition and hybrid learning. Furthermore, the text is written individually and assessed and given feedback. Finally, students evaluate the experience gained by discussing it with the lecturer.

The seventh meeting continued with writing hortatory exposition texts using the project-based learning or team-based project stage. The students made basic questions about hortatory texts, such as; what kind of topic is chosen, it overlaps with exposition analytics, how is the generic structure used, and how are the linguistic features used in a hybrid manner. Then students design writing in groups. Then students individually write texts and give feedback to each other as peer tutors. Furthermore, students determine how the student process evaluates the experience gained.

In the eighth meeting, students write review texts concerning the first stage, namely asking fundamental questions about the process of writing review texts according to their generic structure and language features. Furthermore, students design review texts written in groups in a hybrid manner. Then they schedule a week-long writing

process individually. Then the lecturer tests the results of the review text and provides direct feedback. Then, with students and lecturers, evaluate the experience gained in writing review texts.

From the observations from meetings one to eight, implementing the hybrid learning team-based project model is feasible and supports learning to write and motivates students to improve their critical literacy in language. Therefore, this study is in line with previous studies ([Wijayatiningsih et al., 2022](#); [Wright, 2017](#); [Wang & Seepho, 2017](#); [Wang et al., 2017](#); [Williams & Lahman, 2011](#); [Lynch, 2014](#)).

In addition, the results of the effectiveness of model implementation significantly impact the learning process, both on motivation and independent learning ([Kassem, 2018](#); [Yang & Spitzer, 2020](#)). In learning to write because not only are they motivated, but they can also reflect on the learning process with the integration of hybrid learning and team-based project so that students can contribute experience obtained as a form of developing their soft skills to become independent individuals. In addition, this model helps the learning process to be more harmonious between synchronous and asynchronous.

CONCLUSION

Based on the research results, the researchers can draw the following conclusions:

1) The results integrating hybrid learning and team-based project are suitable for use and testing in small class scales in the third semester of English Education at the Muhammadiyah University of Semarang. The average result of the validation results is more than 4.00, so it is in the excellent category. Meanwhile, the results of the analysis of student perspectives on learning through Team-Based Projects are divided into four, namely; student perspectives on motivation and their writing results, student perspectives on the effectiveness of Team-Based Projects, student perceptions of independent learning through Team-Based Projects and Hybrid learning, and student perceptions about working in groups.

2) The results of developing this hybrid learning and team-based project model were effectively implemented in the S1 English Education Study Program with the participation of 72 students, with the final grades of all students being in the complete category above 70 in genre text writing classes.

Therefore, the lecturers should apply hybrid learning and team-based project to motivate and train students to learn independence and provide experiences of a harmonious learning process which can give the insightful learning process in writing genre and supported Merdeka Belajar for students. Next, for future researchers, it is advisable to expand the research subject so that the results obtained are more in-depth and can be implemented in other English skills, namely speaking, listening, and reading.

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Investigation of university students' critical thinking in debate: Justification for the "AREL" argumentation process

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This qualitative research investigated students' critical thinking in a debate group at a university level. It involved six students who performed a debate that used the Asian Parliamentary System. Data on students' critical thinking were collected by using field notes and video recording. Content analysis was employed to analyze the data focusing on the use of argument traits of the AREL model. The traits consist of Assertian, Reasoning, Evidence, and Link Back (AREL). Moreover, a self-evaluation questionnaire was distributed to triangulate the students' critical thinking levels. It was found that students' critical thinking level was mostly below average. Four out of six students did not meet the score which is the threshold level of a high-level debater. Most of their argument traits consist of Assertion (A), Reasoning (R), and Evidence (E), leaving Link back (L) traits untouched. Interestingly, this research revealed a new finding. Many of the students used a multi-layer structure of argumentation. In practice, they occasionally used Assertions with more than one Reasoning and more than one Evidence.

Keywords: AREL, argumentation process, argument trait, critical thinking, speaking, debate

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INTRODUCTION

In the 21st century, the teaching of critical thinking is massively and frequently used, especially in English Language Teaching at universities ([Bezanilla, et.al, 2019](#); [Saleh, 2019](#); [Pravita & Kuswandono, 2021](#)). In accordance with the use of critical thinking at the university level, the implementation of critical thinking is used in the productive skill, namely speaking ([Muhammadiyah, et.al, 2020](#); [Nangimah, 2020](#); [Chen, 2021](#)). One of the most effective and impactful activities of speaking to improve critical thinking is debating as it may cover multiple issues and the way students make arguments ([Zhou, Zhang, & Yang, 2018](#); [Wahyuni, et.al, 2019](#); [Tao & Griffith, 2020](#); [Tiasadi, 2020](#)). The practice of debating to improve critical thinking is also conducted at Universitas Negeri Surabaya. It is reflected in one of the speaking courses, namely speaking for debate, and a student activity unit at the university level, namely UNESA debating union. In the informal class, a student activity unit plays a significant role in improving students' critical thinking as it has more sustainable schedule for practicing, invites an expert in debating, and allows the students to join multiple debating competitions. Thus, this study focuses more on the informal class of debate by investigating the critical thinking of the students through a debate activity they have.

In some studies, the way to improve critical thinking is explained, such as using debate-based learning which improved the post-test score of debating by 11.9 percent ([Narmaditya & Omar, 2019](#)).

This previous study focused on the treatment of how the students may fulfill criteria of critical thinking such as providing a solution, explaining an argument, stating problems, and giving relevant answers or ideas by giving several facts through debate activity. Another study conducted by [Walker & Kettler \(2020\)](#) examined that argument analysis in the debate can be an indicator of critical thinking levels, such as identifying components of arguments, namely Claims, Reasons, Evidence which is given by the teacher or instructor. The more students recognize the components, the more the critical thinking of the students increases. The next study used a method allowing the students to challenge the question of examination ([Brown, Beeber, & Boylan, 2021](#)). This previous study focused on the question raised by the students during the exam which leads to a constructive debate with the examiner. This allows them to be more critical with the standard of examination given. For the above reasons, those previous studies still have some drawbacks. Firstly, they do not give a complete analysis of what elements of the debate are related to critical thinking. Secondly, even though one of the studies mentioned the elements of argument, it does not give an example of how the argument components look like as well as it does not reflect the students work purely, but rather the teacher's or instructor's arguments. Thus, this study investigates what components of the debate are reflected to be the indicators of critical thinking.

In principle, critical thinking is a process that involves logical and structural thinking. [Fisher \(2001\)](#), [Cottrell \(2005\)](#), and [Bassham, Irwin, Nardone, & Wallace \(2007\)](#) explained that critical thinking involves identifying arguments, evaluating and weighing up the evidence, drawing conclusions, and presenting a point of view. By this definition, critical thinking can be reflected by the process of argumentation in a debate that mainly focuses on the fulfillment of argument traits. She identified that argument traits cover introduction of issues, description, explanation, and conclusion.

To implement critical thinking processes, argumentation is needed. Argumentation has a number of steps. The widely used steps of argumentation in debate context include Assertion, Reasoning, Evidence, and Link Back (AREL) ([Nirwana & Kurniawati, 2018](#)). These traits (AREL) are a parameter for an individual to fulfill when he/she is trying to imply his/her critical thinking. The logic built in each argument should fulfill those traits. Some research studies show that the use of AREL could improve students' speaking performance. For example, [Nirwana and Kurniawati \(2018\)](#) found that the use of AREL enhanced students' speaking performance. However, their research does not provide a clear explanation on the process of AREL in the students' speaking performance. More particularly, the analysis of AREL in each argument was not well exposed. [Rahmawati and Syafiq \(2017\)](#) also found that the use of AREL affected students' speaking performance; however, they did not explain clearly how AREL was implemented in argumentation process.

Some literature reveals that a number of authors proposed models of argumentation process with different terms for the steps. The first model of argumentation consists only of "demand" and "support" ([Johnson, 1968](#)). This model is the simplest and earliest argument model. An assertion in this model is probably a statement that is not yet true. This statement may be considered personal and irrelevant. To make the claim more convincing, support is added to it. Support in this model includes examples or evidence to support a claim. In addition, one claim does not have to include only one supplement, but several can be added depending on the basis of the support. Another model used is A-R-E, which stands for Argument, Reasoning and Evidence ([Meany and Shuster, 2003](#)). An argument covers the belief of the arguer. This is similar to the previous argumentation pattern, which consists only of a statement that has not yet been proven. The statement is explained or developed later using reasoning. Arguments in this model include additional information about the claim. It can be cause and effect type, analogy, logical meaning and many more. In the previous model, there is no rationale to support the claim. However, both models have evidence or support to prove a statement or claim. The next is [Toulmin \(2003\)](#) who stated that the traits of argument consist of data, warrant, qualifiers, rebuttal, and claim. This model explains the steps on how to achieve complete and good logic so that critical thinking can be achieved. Data deals with the issue raised. It is the claim that the speaker makes. To elaborate the data, warrant is made. It deals with the reasons and further explanations needed to make the data clear and convincing. In this model, the qualifier is introduced. It is the external idea coming from those who try to counter the idea. Then, [Toulmin \(2003\)](#) introduced rebuttals to give a response to the counter statement. The final result of this process of argumentation is called claim. Besides, [Quinn \(2005\)](#) also proposes argument traits which consist of label, explanation, examples, and tie-back. The label in his model is a form of simple statement which is not essentially true. It is the title to be addressed and developed later. Explanation is the elaboration of the label. It consists of information which proves that the label is true. The label can be explained by answering how and why. The next step is to give examples. To convince the third party, example should be actual and true in real world. As the last step, tie-back should be made. Thus, it is not enough to say only about the elaboration and the examples. To logically link the label, explanation, and examples is the aim of this step.

The two basic argument traits are also supported by [JDF \(2014\)](#) that stated that both argument and rebuttal consist of Assertion, Reasoning, Evidence, and Link-back. Assertion is similar to that of label and data. Reasoning is similar to explanation and warrant. Evidence is also similar to example and the link-back is similar to tie-back. Even though AREL is similar to those two, it is more comprehensive. This is because AREL can cover both argument and response. In making argumentation, the main consideration is not only on the side proposed, but also on the counter argument.

Two basic responses are clarification and rebuttal. [Quinn \(2005\)](#) also provides response, yet it is separated. He explained about how to challenge a definition of a motion or topic, respond to an insignificant argument and to even if argument.

This model is also used in National University Debating Championship (NUDC). To implement the argumentation, a system of debate is used. It can be either British Parliamentary (BP) or Asian Parliamentary (AP) system. These two systems determine the role of the speakers whether they should bring argument only or with responses. In the BP system, there are two speakers in a team while in the AP system, there are three speakers. [Rahmawati and Syafiq \(2017\)](#) used the British Parliamentary system for their research due to the fact that their subjects were university students. Another research coming from [Agustina and Bahrani \(2016\)](#) also used British Parliamentary System in the university context.

From all the explanation above, there is still a gap. The gap is no certain model to represent the critical thinking of the students. Therefore, this research focuses on the argumentation process in depth. AREL which consists of Assertion (A), Reasoning (R), Evidence (E), and Link back (L) will be analyzed from the arguments. This research wants to find out (1) to what extent AREL is developed in the process of argumentation and (2) the students' critical thinking skill.

METHODS

The design used in this research was qualitative to figure out the element of critical thinking represented by Assertion, Reasoning, Evidence, and Link Back (AREL) in the argumentation process delivered during the debate. To investigate students' critical thinking, a content analysis was employed to find out the argument traits represented by the students during debate simulation. Moreover, to ensure the understanding of critical thinking represented by the argumentation process, the questionnaire adopted from [Cottrell \(2005\)](#) containing statements of understanding in critical thinking as self-evaluation was distributed to the debaters. This questionnaire is important as a triangulation of the argumentation process which represents critical thinking. The higher the score of self-evaluation, the better the critical thinking of the students is.

This research aimed to examine the critical thinking in the argumentation process made by students of the English Debate Society in the Debating Union of Universitas Negeri Surabaya (UNESA), Indonesia. The participants consisted of six students coming from different majors who were already exposed to debating practices. They understand the concept of motion, the role of speakers, and the debating system. For the purpose of the research, the six students were assigned to perform a debate simulation. The motion given to them was "This House, as mental health activists, would actively oppose the rising trend of the medicalization of mental health problems". The students were given 30 minutes of

case-building before the debate performance.

Data on critical thinking were derived from the debate that the students perform. The debate used the Asian Parliamentary system and the students were divided into two teams: the government and the opposition teams. Each speaker played the role as Prime Minister (the first speaker), Deputy Prime Minister (the second speaker), and Government Whip (the third speaker) in government team. The other speakers played as Leader of Opposition (the first speaker), Deputy Leader of Opposition (the second speaker), and Opposition Whip (the third speaker) in opposition team. The role of the speakers is shown in [Figure 1](#).

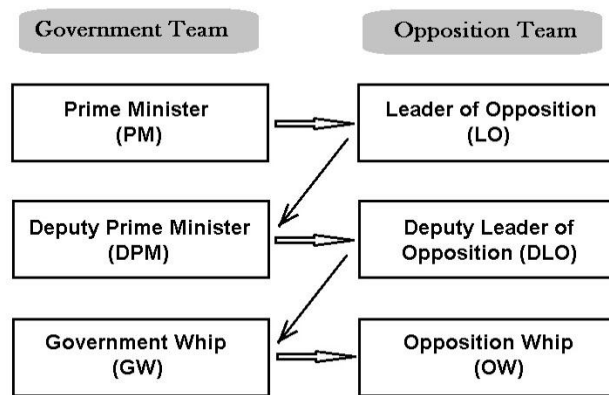


FIGURE 1 | Role of Speakers in Debate

As illustrated in the figure, the debate started from the first speaker of the government team or the Prime Minister (PM). Then, it was continued to the first speaker of the opposition team or the Leader of Opposition (LO). After that, the debate was continued by the second speaker of the government team or DPM, the second speaker of the opposition team or DLO, and the third speaker of the government team (GW). The last speaker performing the debate was the third speaker of the opposition team or the Opposition Whip. The duration for the speech for each speaker was 7 minutes.

Data of the argumentation process which shows the students' critical thinking were collected by using two different instruments. The first instrument was a camera which was used to record the debate performance. Before beginning the performance, a motion was decided. The motion had been given right before the debate performance began. In other words, the motion was an impromptu motion. Due to the fact that the students were not allowed to use any electronic devices to search for information and purely use their prior knowledge, the type of motion used was usually in a form of philosophical motion. This type of motion emphasizes the basic principles that are commonly used and the examples are relatively a lot.

The other instrument was a self-evaluation questionnaire of critical thinking which was used to measure the students' level of critical thinking. For this purpose, a self-evaluation questionnaire proposed by [Cottrell \(2005\)](#) was adopted in this research (see [Appendix A](#)). The questionnaire has 25 statements that the students have to respond by choosing four options varying from strongly agree, agree, disagree to

strongly disagree. The options in the Likert-scale items were given scores according to the level of agreement, namely 4 for strongly agree, 3 for agree, 3 for disagree, and 1 for strongly disagree. Thus, the maximum possible score is 100 while the minimum possible score is 25. The questionnaire was distributed after the debate was conducted.

After all of the data were collected, the data were analyzed. The first data was in the form of a video with the transcription of the argumentation process. The content of the transcript was broken down into AREL structure. The analysis was based on the criterion that the more the participants use argument traits of AREL, the better their critical thinking is. A high level of critical thinking is reflected in the achievement of the score of 75 or more, while a low level of critical thinking is indicated by the score below 75.

RESULTS AND DISCUSSION

The results of the study are presented on the basis of the order of the issues raised in the research questions, which include: The level of students' critical thinking, the extent AREL is developed in the argumentation process, and how AREL achieved the goal of critical thinking.

The Extent AREL is Developed in the Argumentation Process

There were two kinds of argumentation in the debate. The first is the argument supporting the current position and the second one is refuting the opponent's argument. The total number of the arguments delivered by the debaters varied from two to three main arguments. The number of the argument for each role of the debaters is shown in [Table 1](#).

TABLE 1 | The number of arguments of each role of the debaters

No	Role of the Debaters	Number of Argument
1	The Prime Minister (PM)	2
2	The Deputy Prime Minister (DPM)	3
3	The Government Whip (GW)	3
4	The Leader of Opposition (LO)	2
5	The Deputy Leader of Opposition (DLO)	2
6	The Opposition Whip (OW)	2

The result of the research showed that the PM's arguments have ARE and AR traits. The argument trains are shown in [Table 2](#).

In these two arguments, mostly the assertion or the title of the arguments used is in a form of questions. This informative question is believed as a trigger for them to answer and elaborate on many perspectives. The first argument is quite unique. It is due to the fact that under the same assertion, the debater can give two different reasonings and evidence. The first reason and evidence are to prove that mental health people have psychological problems so the approach needed should be in a form of psychology.

However, the second reason and evidence talk about the current condition which is not effective while giving medical treatment. One assertion with multiple reasoning and evidence can be classified into multi-layer argument types. This is a derived model from AREL traits which normally consist of one assertion, reasoning, and evidence. This finding shows that one assertion can be followed by two or more different reasoning.

The second argument consists of assertion and reasoning only. Unlike the first argument, the second argument only has one assertion and one reasoning without any evidence. The air time to explain this argument during the performance is relatively short since the debater is running out of time. In conclusion, the arguments from PM indicate that AREL traits are not well fulfilled. The Link Back is not used by the debater.

TABLE 2 | The Argument Traits of the PM

Argument No	Trait	Utterance
1	A	<i>Why is it justifiable to give non-medicalization for mental health people?</i>
	R ¹	<i>The problem of mental health people is in their psychology. They are traumatic and depressed. The best accommodation for them is behavioral or psychological treatment.</i>
	E ¹	<i>Psychologists and religious figures will give advice and suggestion.</i>
2	R ²	<i>Status Quo does not work. Giving medicine will only give a temporary benefit, but it does not solve the main reason why the person gets such problem. Sometimes, the problem is rooted and unable to forget.</i>
	E ²	<i>NSC does not provide medicalization.</i>
	A	<i>What is the impact of giving non-medicalization?</i>
	R	<i>They will get much advice for living and solving their life problems.</i>

Another result of the research showed that the LO delivered two arguments during the debate performance. LO's arguments are shown in [Table 3](#).

The LO has two main arguments with different traits. The first one is an argument to respond to the PM. This is called rebuttal. Unlike an ordinary argument, a rebuttal starts with the assertion by addressing and concluding the point of the opponent team. The form, therefore, is in a form of a statement. The reasoning given by the debater is in the form of negation. In other words, the LO negates the statement of the PM. Unfortunately, the LO does not provide further traits. The evidence is not clearly explained.

The second argument of the LO is quite unique and similar to what the PM has in one of his arguments. This argument has one assertion and three reasonings. However, there is only one of them which is followed by evidence. It is

the first reasoning followed by evidence and the rest of the reasonings are just not elaborated and supported with strong evidence. It can be concluded that the LO has a similar problem as the PM. Some traits are not well elaborated, such as evidence and link back. There are some rooms for improvement that can be filled due to the time provided for the performance is still available.

TABLE 3 | The Argument Traits of the LO

Argument	Trait	Utterance
No		
1 (Rebuttal)	A	<i>The government team says that medicine won't help mental health patients.</i>
	R	<i>No, the medicine helps the patients psychologically. They have peace of mind after consuming the medicine. Moreover, not all people are able to identify the reasons why they are depressed, but at least medicine can help.</i>
2	A	<i>Why is it okay to do medicalization?</i>
	R ¹	<i>the characteristic of mental health patients is they need support in form of medicine.</i>
	E	<i>Bipolar, schizophrenia, and insomnia cannot be handled by using psychological treatment.</i>
	R ²	<i>as mental health activists, they are willing to show the best way to cure mental health problems. If they limit the medicalization, the probability to cure the patients is also limited.</i>
	R ³	<i>The medicine will not make them addicted since the dose is correctly given.</i>

The third arguments were provided by the DPM. There were three arguments one of which is a rebuttal and the rests are the arguments supporting the government bench. The arguments are shown in [Table 4](#).

The DPM is the first debater providing more than two arguments in the debate. She provides one rebuttal as it counters the opponent's case and two extensions as it expands the team she defends. Her rebuttal consists of multi-layer argument which can be identified as ARE (Assertion, Reasoning, and Evidence) traits in the first layer and AR (Assertion and Reasoning) traits in the second layer.

The second and third arguments stand as normal argument traits since the second argument consists of ARE traits and the last one AR traits. The rebuttal in her speech is different from the previous debater. She uses a multi-layer argument as it usually appears in the normal argument. However, she still has inconsistencies similar to the previous speakers. Some arguments show ARE traits and other shows

AR traits only. However, the term she mentions to address arguments supporting her team's case is an extension. It shows her tendency to expand and the way she provided the argument differed from the PM.

TABLE 4 | The Argument Traits of the DPM

Argument	Trait	Utterance
No		
1 (Rebuttal)	A	<i>The opposition may say that medicine can help to cure the issue.</i>
	R ¹	<i>Medicine is not the best. It only helps the patients temporarily but does not erase the main reasons why they get depressed or have such problems. Psychological treatment is better since we will identify the root or source of the problem. The psychologist will give them advice on how to reduce it.</i>
	E	<i>Friends will be willing to accompany. They will talk more often.</i>
	R ²	<i>Each patient has different symptoms and sources of the problem. Thus, they need different suggestions and treatment from the psychologist.</i>
2	A	<i>Medicine will label mental health patients</i>
	R	<i>They are labeled as someone who is different as they are mentally unstable so people reject them.</i>
	E	<i>They are not accepted or fired from their job.</i>
3	A	<i>This is the responsibility of mental health activists</i>
	R	<i>There will be more progressive campaigns from them. They will socialize on how to handle a mental health issue or problem. They will send a narrative that people's contribution can be significant as they care to mental health patients. Their fear is due to a lack of awareness on how to treat mental health patients</i>

The next speaker is the Deputy Leader of Opposition (DLO). The role of DLO is similar to the DPM. This speaker ideally should bring rebuttals and extensions. However, the argument provided by the DLO did not provide rebuttal as she intended to integrate the response toward the opponent's case in her two main arguments. The argument traits of the DLO are shown in [Table 5](#).

The first and second arguments provided by the DLO were in the forms of ARE. This speaker provided better argument traits and she could be consistent in making the arguments. However, unlike the DPM, the DLO had a similar content of argument as what has been explained by the LO although the explanation shares different sentences or utterances.

TABLE 5 | The Argument Traits of the DLO

Argument No	Trait	Utterance
1	A	<i>why should we use medicine?</i>
	R	<i>They are unstable due to chemical instability in their brain.</i>
	E	<i>Marshanda has bipolar syndrome. She took medication to calm her down. It is so much helping.</i>
2	A	<i>Why psychological treatment cannot solve the issue?</i>
	R	<i>Stigma of mental health problem which cannot be cured will be more dominant as the psychological treatment takes a long time. People will still be afraid and avoid them.</i>
	E	<i>Those who are depressed should be given anti-depressant in order to control their thought and behavior.</i>

The last speaker in the government team was the whip speaker whose role was to provide rebuttal without presenting new arguments. The GW provided three consistent argument traits. The three arguments constitute ARE traits and are packed in the forms of rebuttal. The GW's argument traits are shown in [Table 6](#).

TABLE 6 | The Argument Traits of the GW

Argument No	Trait	Utterance
1 (Rebuttal)	A	<i>Opposition says that medicine is important</i>
	R	<i>No, it is bad. They will put the patients in a difficult situation and make their conditions worse. Moreover, they will be addicted to the drugs given. In our case, they will be treated normally like other people.</i>
	E	<i>They will be screaming if they are not given the drugs. They will think that psychological treatment will not work as they quickly get the impact of the medicine.</i>
2 (Rebuttal)	A	<i>Which proposal can heal the patients?</i>
	R	<i>psychological treatment is better for healing the patients. It is because they need attention from their surroundings. If the trauma is caused by their surroundings, then people around them should be aware and start caring.</i>

3 (Rebuttal)	E	<i>There will be an internal discussion between the patients and their surroundings to solve the issue</i>
	A	<i>Which benefit is better?</i>
	R	<i>We are better at providing the benefit. Long-term benefits will permanently heal the patients. Short-term benefits will not merely heal the patients entirely.</i>
	E	<i>The patients will learn how to control their emotions. They are not afraid of admitting that they are in trouble. As a result, the narrative of frightening mental health patients can be minimized</i>

The speaker in the opposition team was the OW. Like the GW, OW had rebuttal model of argument to counter the case of the opponent. However, the OW provided two arguments with inconsistent model of argument traits. The first rebuttal consists of ARE traits while the other has AR traits. The argument traits of the OW are shown in [Table 7](#).

TABLE 7 | The Argument Traits of the OW

Argument No	Trait	Utterance
1 (Rebuttal)	A	<i>Which proposal gives better treatment?</i>
	R	<i>Medicine will help them more on stabilizing their emotion. At least, they will be temporarily stable and able to continue their activities</i>
	E	<i>They can go to job</i>
2 (Rebuttal)	A	<i>Which benefit is better?</i>
	R	<i>These people will be treated well by society. In our side, we convey society that we completely cure them. As mental health activist, we consistently do our job.</i>

From above results, it can be interpreted as follows. There are three speakers that share similar characteristics in their argumentation model. Firstly, Prime Minister's argumentation model does not fully represent AREL model promoted by [Quinn \(2005\)](#) and [JDF \(2014\)](#), but rather closed Meany and Shuster model (2003). From the speech delivered by the debater, PM focuses on one perspective which is why non-medicalization is good for people with mental health issues. He is able to elaborate on the extent of ARE. [Quinn \(2005\)](#) and [JDF \(2014\)](#) suggest in order to diversify the argumentation model, a debater needs to keep asking why and how so that the Reasoning becomes more varied. This first argument is in line with the argumentation model from [Meany and Shuster \(2003\)](#). However, in the context of PM's speech, he is still lacking in the Link Back to give a conclusive statement. Besides the lacking of argument traits, he is able to provide another model of argumentation by adding more layers (Reasoning and Evidence) under the same Assertion.

Secondly, LO's arguments also do not reflect the argumentation model promoted by [Quinn \(2005\)](#) and [JDF \(2014\)](#). However, it is still in line with [Meany and Shuster \(2003\)](#) model. Firstly, it consists of the rebuttal or response which can be categorized into an argument, but it does not fulfill the minimum traits of ARE. Secondly, LO provides multiple layers of argument (Reasoning and Evidence) even though ARE is only fulfilled in the first layer and the rests are not. It can be concluded that the speaker does not reflect the minimum argumentation model, but he is able to add new argument traits. Lastly, DPM also does not reflect the argumentation model of [Quinn \(2005\)](#) and [JDF \(2014\)](#). It is because firstly, the argumentation model is incomplete. The argument traits only fulfill the model from [Meany and Shuster \(2003\)](#). Secondly, the argument traits are not consistently made even though one of the arguments consists of multi-layer type of argument. In all previous model, there is still an argument that consists of AR and does not elaborate the Evidence.

Unlike the previous three speakers who share characteristics of the inconsistent model of argumentation and multi-layer argument traits, the next two speakers share different characteristics. DLO has a complete and consistent argument trait based on [Meany and Shuster's \(2003\)](#) model. Two arguments are perfectly delivered by using ARE model. GW also shares the same characteristics. The argumentation model uses ARE. However, the type of argument is different. While DLO's argument is considered as an extension, GW's argument belongs to rebuttal.

The last speaker is OW who does share both characteristics. The first is the argument is inconsistent. The first argument traits are ARE while the second one is AR. Moreover, those two arguments do not contain multiple layers of arguments so it seems simpler than the other two previous characteristics of the argumentation model.

Students' Critical Thinking Skill

Analysis of the students' critical thinking skill showed that some students reached a high critical thinking level. From six students who responded to the questionnaire, two students had scores above 75. They were the second speaker of the opposition team (87) and the third speaker of the government team (81). The scores of the other four students were below 75. Their scores are 74 (the third speaker of the opposition team), 73 (the first speaker of the government team), 69 (the first speaker of the opposition team), and 59 (the second speaker of the government team) (see [Appendix B](#)). [Cottrell \(2005\)](#) mentioned that the lower the score is, the more likely debates need to develop critical thinking skills. A score over 75 suggests that debaters are very confident about their critical thinking ability.

The critical thinking performed through the argumentation model by the debaters shows two facts. The first fact is that those who meet the criteria of understanding critical thinking in the first result can consistently make arguments with assertion, reasoning, and evidence (ARE) traits. The Deputy Leader of Opposition and the Government Whip performed the ARE traits. It can be proven by the performance of the debaters. Those who have a higher score than 75 are the Deputy Leader of Opposition (DLO) and Government Whip (GW). It is because they have

complete argument traits under [Meany and Shuster \(2003\)](#) model. The sequence of ARE traits is the highest argumentation model since the argument's complexity can be fulfilled comprehensively. Evidence can be very significant to give further and clearer explanations as it can illustrate the logic of the argument.

The second fact is that the four debaters who have lower scores in the critical thinking self-evaluation questionnaire were unable to be consistent in making argumentation model. They are Prime Minister (PM), Leader of Opposition (LO), Deputy Prime Minister (DPM), and Opposition Whip. Mostly, they cannot provide evidence in some parts of their argument. It does not support the model of [Meany and Shuster \(2003\)](#) or even [Quinn \(2005\)](#) and [JDF \(2014\)](#). Even though they are able to provide more than one argument or multi-layer argument, the argument traits are still incomplete. The model of argumentation was likely to consist of assertion (A) and reasoning (R) traits. Thus, those four debaters need to develop their critical thinking to improve their argumentation.

CONCLUSION

The research has shown two main things. Firstly, critical thinking is measurable and one of the ways to measure it is by conducting a debate to see their argumentation model. The argumentation process reflects the critical thinking skill possessed by the students. Some of them may manifest critical thinking skill in a form of a good argumentation process so that the AREL traits are achieved. However, some of them still find some difficulties to fulfill AREL traits in the argumentation process as a reflection of critical thinking skills. Moreover, the students who are aware of critical thinking show good consistency in the argumentation process. This is a good indication that critical thinking can make students more consistent and structured in thinking. Secondly, self-assessment of critical thinking done after the debate can give a general evaluation on which part of critical thinking reflected by the argumentation model is not understood yet. Furthermore, it is found that the critical thinking of the students is mostly below average due to the fact they are not exposed to the terms related to critical thinking. Besides, there is a limitation of this study. It did not observe the teaching process of using argumentation model. Further research needs to be conducted to see the process of teaching argumentation model in the formal classroom, either for senior high or for university.

This study provides useful information about argumentation process through AREL model to measure and train students' critical thinking in speaking classroom, especially for debate. This can be a source for teachers in implementing critical thinking in their classroom. As the model is flexible to modify, it opens a chance for teachers to create their own model of argumentation. There should be further research on how to implement AREL argumentation process in different context of speaking or any research related to argumentation process, such as in argumentative writing.

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APPENDICES

Appendix A

QUESTIONNAIRE OF CRITICAL THINKING

Instruction: Read each of the statements carefully. Then, give your response by choosing one of the four options: Strongly Agree (SA), Agree (A), Disagree (D), or Strongly Disagree (SD). Put a tick (V) in the provided space.

(Adopted from [Cottrell, 2005](#))

No.	Statements	SA	A	D	SD
1	I feel comfortable pointing out potential weaknesses in the work of experts				
2	I can remain focused on the exact requirements of an activity				
3	I know the different meanings of the word 'argument' in critical thinking				
4	I can analyze the structure of an argument				
5	I can offer criticism without feeling this makes me a bad person				
6	I know what is meant by a line of reasoning				
7	I am aware of how my current beliefs might prejudice fair consideration of an issue				
8	I am patient in identifying the line of reasoning in an argument				
9	I am good at recognizing the signals used to indicate stages in an argument				
10	I find it easy to separate key points from other material				
11	I am very patient in going over the facts in order to reach an accurate view				
12	I am good at identifying unfair techniques used to persuade readers				
13	I am good at reading between the lines				
14	I find it easy to evaluate the evidence to support a point of view				
15	I usually pay attention to small details				
16	I find it easy to weigh up different points of view fairly				
17	If I am not sure about something, I will research to find out more				
18	I can present my own arguments clearly				
19	I understand how to structure an argument				
20	I can tell descriptive writing from analytical writing				
21	I can spot inconsistencies in an argument easily				
22	I am good at identifying patterns				
23	I am aware of how my own up-bringing might prejudice fair consideration of an issue				
24	I know how to evaluate source materials				
25	I understand why ambiguous language is often used in research papers				

Appendix B

SCORES OF THE STUDENTS' CRITICAL THINKING

Statement No.	PM	DPM	GW	LO	DLO	OW
1	3	3	3	1	1	2
2	3	3	3	4	3	3
3	4	3	4	2	4	3
4	3	3	4	2	4	3
5	4	1	4	2	4	3
6	2	3	4	4	4	4
7	3	3	4	3	3	3
8	3	2	3	3	4	3
9	3	3	3	2	2	3
10	4	2	3	3	3	3
11	3	4	3	4	4	3
12	2	2	3	2	4	4
13	4	3	3	2	4	3
14	3	2	3	2	4	2
15	4	2	3	2	4	3
16	1	2	3	2	2	3
17	3	3	2	4	4	4
18	3	2	3	4	3	2
19	4	2	4	3	4	3
20	2	2	3	3	4	3
21	3	2	3	3	4	3
22	3	2	3	3	4	2
23	1	2	3	2	2	3
24	2	2	4	3	4	3
25	3	1	3	4	4	3
TOTAL	73	59	81	69	87	74



English for nurse anesthetists in Indonesia: The needs analysis

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ESP is a language teaching approach that targets the current and future academic or work needs of students, focusing on language, skills, discourse, and genres needed to meet the needs through specific teaching and learning methodologies (Anthony, 2015). Thus, the most prominent feature in the design of ESP course is the syllabus based on the students' needs analysis (Basturkmen, 2010). This study aimed to find out the needs of students and lecturers in the Diploma IV of Nursing Anesthesiology also nurse anesthetists in hospitals to design the ESP syllabus for students of Nursing Anesthesiology course in Indonesia. The needs analysis was conducted by distributing a set of questionnaires to all participants. The collected data were analyzed with descriptive statistics and further analyzed based on the comprehensive concept of needs analysis by (Dudley-Evans, T., & St John, 1998). The results revealed that the skills most needed in the target career are speaking and listening. In addition, all the twenty-four topics listed in the questionnaire were regarded as important, including some materials on cultural topics. Based on these findings, it is necessary to develop the ESP course for Indonesian nurse anesthetists with the integration of some cultural materials to help the students developing their communication skills to achieve effective cross-cultural communication in their current academic and future career as nurse anesthetists. English educators teaching this ESP course are recommended to have a fair knowledge about nurse anesthetist and anesthesia-related topics and implement a suitable teaching method emphasizing on teaching effective cross-cultural communication.

Keywords: Needs Analysis, ESP, English for Nurse Anesthetists

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INTRODUCTION

The use of English in Indonesia was firstly introduced by the British East India Company in the 17th century which serves as a trading language. English was then taught in a few number of schools – attended particularly by the Dutch and British descendants, and high-class Indonesian nobles during the periods of British and Dutch colonials (Alfarisy, 2021). After the independence of Indonesia in 1945, English was determined as the first foreign language of the country because Dutch was viewed as the language of the colonialists and it did not have the global status that English did (Lauder, 2008). From then, the use of English continues to develop in Indonesia; and globalization, among others, has a great contribution to the rise of English in Indonesia (Juliana & Juliani, 2020). Due to globalization and internationalization, English has a significant role in the society at large, and in particular in international tourism, business, media and education. English has played an important role in Indonesian education as it is a compulsory subject in schools and higher education.

The English course required by university students is not similar to that required by students in elementary or secondary levels. Once the university students complete their study, they will directly enter to a more specific environment, thus they need English course which specifically tailored with the purpose to meet the working needs. This specific English learning is called English for Specific Purpose (ESP). ESP is formed based on English for General Purpose (EGP) and is designed to prepare English language learners who use English for specific disciplines or occupations, such as medicine, nursing, economics, tourism, and so on ([Orr, 1998](#)).

The booming of international tourism in Indonesia, especially Bali in 2017 ([Guild, 2018](#)) has set Indonesian government to build a more sustainable tourism destinations and infrastructures, including improving health services particularly in the touristy areas, such as Bali and some other tourism destinations in Indonesia. For the past several years, government and private foundations have built several international hospitals such as the Bali Mandara Hospital in 2017 and Bali International Hospital in 2021.

In addition to those 2 hospitals, there are 63 hospitals in Bali that have been fully accredited ([Indonesia Hospital Accreditation Commission, 2021](#)); among those there are some have also been internationally accredited such as Sanglah General Hospital - accredited by Joint Commission International and Academic Medical Centre ([Indonesia Hospital Accreditation Commission, 2020](#)) and BIMC Hospital Nusa Dua - accredited by Australian Council on Healthcare Standards International ([Siloam Hospitals Group, 2016](#)). Since the Bali Bombings and up until before the Covid-19 pandemic, Bali has been continually improving its health services. Thus, more domestic tourists and foreigners are more open to have medical services while vacationing in Bali.

With a history in healing, spirituality and many more, Bali has built a quite reputation as a world-renowned wellness destination ([Dragun, 2022](#)). Its reputation as one of Asia's most exciting wellness markets arises from a combination of affordability, diversity, and innovation. The island's reputation as a wellness destination proves that developing new areas of tourism, particularly health tourism is possible ([Sjarief, 2021](#)). The Minister of State-Owned Enterprises, Erick Thohir has stated his intention in developing Bali as a medical-tourism destination as he considered the health tourism market to be quite potential particularly involving older travelers, retired communities, or people who want to get medical treatment or recovery ([Cindyara, 2022](#)).

Given the facts on the infrastructure development and the intention in exploring the possibility of developing Indonesia, particularly Bali into a health and medical tourism destination, there is a high demand of English-speaking health practitioners, not only medical doctors, and general nurses, but particularly the nurse anesthesia practitioners or nurse anesthetists. Currently there are only around 4,741 certified nurse anesthetists in Indonesia ([Association of Indonesian Nurse Anesthetists, 2021](#)) which

supposedly serving anesthesia in 2,514 general hospitals in all around Indonesia ([Badan Pusat Statistik Indonesia, 2021](#)). The ratio is far from ideal as the current number of nurse anesthetists shows that there are many hospitals do not have any nurse anesthetist available to provide anesthesia-related services to the patients.

In the effort to address this issue, the Indonesia Ministry of Education in 2017 has granted the permit to open a new course in the field of anesthesia; the Diploma IV of Nursing Anesthesiology – undergraduate program, 4 years, full time course. The Institute of Technology and Health Bali was the first and only higher education institution that opened the course at that time; and later, this course has also been developed in other places around Indonesia such as in Yogyakarta and Bandung ([ITEKES Bali, 2020](#)).

Along with the opening of this new course, ESP learning for the Nursing Anesthesiology students becomes crucial. The main problem encountered by the ESP lecturers in this course is the lack of resources that can be used as learning model materials and teaching materials. Although the materials of Medical English and English for Nurse are common and can be found easily, however, there are many points on the duties of nurse anesthetists which are not covered by the general nurses, hence many specific nurse anesthetist – patient interactions require some mastery in ESP communication. Therefore, it is necessary to conduct needs analysis to find out the needs of learners and as a basis to develop English for Nurse Anesthetists in Indonesia.

English for Specific Purposes (ESP)

In the field of language learning, ESP has a long history. ESP began to develop in the 1960s when general English could not meet the needs of language learners. ESP is defined as an approach to language learning in which the content and teaching methods are based on the reasons learners learn a language ([Hutchinson & Waters, 1987](#)). In general, ESP is known as a goal-directed and learner-centered language learning approach because ESP can meet the needs of adult learners who need to learn using the foreign language for their work purposes such as work in the fields of science, technology, hospitality, tourism, and others ([Dudley-Evans & St John, 1998](#)). [Gatehouse \(2001\)](#) argues that ESP as a situational language that has been determined based on the interpretation of the results of the authentic language needs analysis used in the target workplace setting. [Basturkmen \(2010\)](#) further explained that the most important thing in the ESP learning design is the syllabus which is prepared based on the results of the needs analysis, because in ESP learning languages are taught to learners to prepare them to enter a more specific language use environment. Needs analysis focuses on the objectives and content of a learning program ([Macalister & Nation, 2019](#)).

There are many common approaches used for syllabus design ([Flowerdew, 2012](#)). One of those some common approaches and one of the most popular is the Learning-Centered approach ([Hutchinson & Waters, 1987](#)). Different from other approaches that put the language items and learners' skills as the focus, the Learning-Centered approach is focused on what the learners must do in class to learn

these processes, where there is an emphasis on meaningful and appropriate content and on communication within the classroom. Another popular approach is the Genre-Based Approach. This approach uses materials and tasks based on authentic linguistic data to promote the awareness of learners of the conventions and procedures of the genre in question.

Besides those two approaches, there is another one which is also commonly used for syllabus design, the Content-Based Syllabus. This approach relates language teaching to the target uses to which the learner will put the language. It requires attention to prior knowledge, existing knowledge, academic environment, and the linguistic proficiency level of the learners (Flowerdew, 2012).

Robinson (2001) stated that prior to the syllabus design step, it is necessary to develop the materials and methodology first, so the process of the course design takes place. Therefore, need analysis is crucial to ESP. Robinson (2001) further argues that there are two key defining criteria which Dudley-Evans, & St. John (1998) found to be true of ESP. First, ESP is usually a goal-directed, in which the learners learn English because they need it for study or work purposes; and second, it is developed based on a needs analysis which intends to get the exact details of what learners really need through the medium of English.

Needs Analysis

Needs analysis emerged as a separate and indispensable stage in organizing educational programs in the 1960s as a component of a systems approach to curriculum development and a broad philosophy of educational responsibility (Richards, 2010). Nunan (1988) claimed that needs analysis is a technique and procedure for gathering information that will be used in the design of the syllabus which is called needs analysis Basturkmen (2010) further stated that needs analysis must pay attention to the formation of communicative needs and their realization, resulting from the analysis of communication in the target situation.

Needs analysis in language learning has a very important role in the process of designing and running a language learning program to suit the needs of language learners. Needs analysis is an important first step in the process of designing a language learning and can provide relevant data about various learning activities made for the program.

Needs analysis for English for health purposes such as English for Nurse has been carried out by several researchers from various countries to make an appropriate English language learning to be applied to nursing students in their respective countries (Showail, 2018; Nurindah et al., 2019).

Showail (2018) conducted empirical research on a needs analysis to develop a course English for Nursing Purposes (ENP) in a nursing college in King Abdul Aziz University, Saudi Arabia. Mix research method was employed through semi-structured interview and questionnaire to investigate the needs of nursing students. Five English teachers, five nursing teachers, and five nursing students were interviewed

in the initial phase. After that, a total of 128 participants consisted of 62 nursing students, 24 nursing tutors, and 42 English teachers were participated in providing response into the questionnaire.

The qualitative and quantitative findings showed that English is extensively used both in nursing studies and target career. The findings also revealed that the nature of English language course that taught in the preliminary program before enrolling the nursing course was insufficient to prepare the nursing students to meet their academic and future professional needs. This study found that it was necessary to implement the ENP course with relevant materials, and ESP teacher training was needed for teaching skill development and appropriate teaching method in the ENP course. Despite the fact that the findings of this research were significant, other factors were not measured in the investigation, such as the teachers' experience or students' gender. This study investigated the English language needs of nursing female students only and did not involve the male students due to restrictions related to the university policy and the gender segregation in Saudi Arabia education system.

Nurindah et al. (2019) investigated the need of English for Nursing Purposes (ENP) at Department of Nursing in Mandala Waluya Health Institution, Kendari, Indonesia. The subjects of the research were 92 pre-clinical students, 27 clinical students, 16 lecturers, and the head of nursing department. Data were collected and analyzed through a mix method. The result found that English was frequently used in various nursing related materials. All parties agreed that ENP was obviously important for nursing education. The findings revealed that all four language skills were important both for the students and the academicians. It was also found that English was required in various nursing related activities in education and the target career. In conclusion, this study proposes a new ENP curriculum based on need analysis obtained from various sources and that the instructor of ENP should have a fairly knowledge of nursing field when teaching ENP.

Language Learning Model based on Needs Analysis

The learning model describes the implementation of the teaching and learning process from beginning to end and reflects the application of an approach, method, technique or learning tactic at once. The model serves as a guide for educators in planning and implementing teaching and learning activities, including methods, techniques or learning tactics and the tools used in the learning (Sudrajat, 2008).

In theoretical studies there are several models of research and development of learning systems; and one of them is the ADDIE Model which stands for Analysis, Design, Development or Production, Implementation and Evaluations developed by Dick & Carey (1996). This model can be used for various forms of product development such as learning models, learning strategies, learning methods, media, and teaching materials.

Canziani (2020) conducted a needs analysis to design a syllabus and teaching material for students attending nursing

course taught in English at the University of Palermo. The participants of this study were 23 students studying nursing at the University of Palermo with varied English proficiency level and came from 8 different countries – Italy, Philippines, Ghana, Gambia, Nigeria, Ukraine, Rumania, and Poland. Due to Covid-19 lockdown in Italy, the data were unable to be collected from the nurse professionals or trainee students, thus all information about the linguistic competence, skills and vocabulary needed by nurses when practicing in clinical settings were retrieved from official documents, such as Nursing Code of Practice (NCP) in UK and American Nurse Association website. Based on the analysis, it was found that the nursing students need a combination of general English and English for Nursing Practice (ENP). Teaching materials were gathered from different sources – American, Canadian, and British nurse websites. Psycholinguistic and linguistic techniques were implemented as teaching strategies aiming at improving the skills of nursing students, both as linguistic mediator between patients and doctors and as effective health communicator, not only to patients, but also their family/relatives, and other health practitioners involved. After the class implementation, students' feedbacks were positive and they were all quite satisfied with the topics included in the syllabus and how the class was managed. In conclusion, although the teaching implementation has been evaluated positive by the students, however, the syllabus could have been improved in some ways. Subsequent research should collect more relevant data directly from the nurse practitioners or trainee students in the clinical settings or conduct direct observation if possible to investigate the specific circumstances in which nurses are required to use the English language. Thus, a more authentic material could be developed for a more successful teaching-learning experience.

Based on the findings of those previous studies, it can be concluded that in the context of learning English, it is necessary to analyze the needs of learners and then design the syllabus and develop appropriate teaching materials. Only by doing so, we can achieve a meaningful and enjoying learning experience for the success of learners, not solely in fulfilling the purpose of their current study but also their target career.

METHODS

Design and Participants

This research was quantitative research with descriptive method. The reason behind this design was the accessibility to the participants. It was impossible on that period to conduct interview or direct clinical observation. During the period of this study, Bali was under travel restriction due to Pandemic Covid 19, and it was impossible to get permission for direct observation of patient-nurse anesthetist communication in the hospital. Conducting interview with the nurse anesthetists was also very challenging due to their demanding schedule, in which all of them were on hospital

on-call, so there was no way we could have set up a one-on-one interview or a sort of focus group discussion with them. Therefore, quantitative design using a questionnaire was considered as the most appropriate method at that time.

[Stufflebeam et al. \(1985\)](#) mentioned that there are four types of needs analysis philosophies: the non-conformity philosophy, democratic philosophy, analytical philosophy, and diagnostic philosophy. This study used the democratic philosophy of students, lecturers, and graduates/professionals to analyze the English materials they need which found to be suitable to their work as nurse anesthetists.

To ensure validity and reliability of the results, data was collected from multiple sources, including students and teaching staffs in the nursing anesthesiology program, and nurse anesthesia practitioners. The populations of this study were the 116 students and 15 teaching staffs in the Diploma IV of Nursing Anesthesiology in Institute of Technology and Health Bali. The nurse anesthetists who work in 2 hospitals in Bali also invited to involve in this study to provide accurate information regarding the specific circumstances and topics in which nurse anesthetists are required to use the English language. These 2 hospitals were chosen because they have an MOU with the institute to cooperate in the field of education, research, and community service. The population of nurse anesthetists in both hospitals was 9 people.

The sample or participants of this study were selected through 2 sampling techniques, census sampling on the students and consecutive sampling on both the teaching staffs and nurse anesthetists in the hospitals. In the end, the total participants involved in this study were 116 students, 4 teaching staffs and 4 nurse anesthesia practitioners from the 2 hospitals in Bali.

Instrument, Data Collection and Data Analysis

The data in this study were collected by using a self-developed questionnaire containing closed-ended questions. The questionnaire consisted of 4 parts: (A) demographic data; (B) identification of strengths and weaknesses of English language skills; (C) situations where English is most used; and (D) English topics that are interesting and important to the respondents.

In developing the questionnaire, some possible content topics of the prospective English for Nurse Anesthetists course were listed. Then two lecturers in the Nursing Anesthesiology course were consulted for feedback and a total of 12 types of activity (part C in questionnaire) and 24 content topics (part D in questionnaire) were included in the final version of questionnaire. It was then proofread by another two experts in the field of anesthesiology for content validity test. The two experts were: (1) a medical doctor specialized in anesthesiology who currently practicing as an anesthesiologist in RSUD Wangaya Hospital in Denpasar, Bali and serving as the Head of Nursing Anesthesiology program in the Institute of Technology and Health Bali; (2) a nurse anesthetist practitioner who formerly the Director of RSUD Larantuka Hospital in East Nusa Tenggara, and

currently serving as the secretary of Nursing Anesthesiology program in the Institute of Technology and Health Bali.

A pilot test for the instrument was conducted using 30 participants and the reliability test was conducted using the Cronbach Alpha.

The questionnaire was then proven to be valid and reliable to be used for this study (Cronbach Alpha: 0.966 for part C - situations where English is most used; and 0.953 for part D - English topics that are interesting and important to the respondents).

Since the data were collected during the Covid-19 pandemic; and Indonesia, particularly Bali – where this research was carried out was under travel restriction, thus an electronic version of the questionnaire was created via Google Form. The questionnaire was written in the respondents’ native language – Indonesian, to ensure their understanding. The collected data were then analyzed through quantitative descriptive data analysis using SPSS.

RESULTS AND DISCUSSION

TABLE 1 | Demographic Profile of Students, Teaching Staffs and Nurse Anesthetists

	Variable	Frequency			Total	Percentage	
		Students	Nurses	Teaching staff			
1	Gender	Male	46	3	1	50	39.68%
		Female	71	1	4	76	60.32%
2	Age	21 – 25	114	0	3	117	91%
		26 – 30	4	0	2	6	5%
		> 31	1	4	0	5	4%
3	Studied English (English for Anesthesiology) previously	Yes	100	0	-	100	82.64%
		No	17	4	-	21	17.36%
4	Make efforts to improve English	Yes	116	4	-	120	99.17%
		No	1	0	-	1	0.83%
5	Frequency of practicing English outside of campus or work / week	Not at all	29	2	-	31	26%
		1 – 2 hours	67	0	-	67	55%
		3 – 5 hours	9	0	-	9	7%
		More than 5 hours	12	2	-	14	12%

Table 1 shows the results of the personal data analysis of the respondents. The majority of respondents were female (60.32%) aged 21 – 25 years (91%) and had attended English lessons for Nursing Anesthesiology (82, 64%).

Table 2 shows the strengths and weaknesses in the English skills of students and nurse anesthetists. However, many of them reported that they were weak in grammar (45.5%); and some of them were poor in vocabulary (36.4%), pronunciation (38%), speaking (28.1%) and writing (24%).

TABLE 2 | Current Strength and Weakness towards English Ability

Variable	Students & Nurses						
	Grammar	Vocabulary	Pronunciation	Speaking	Listening	Reading	Writing
Very good	0.0%	0.8%	0.8%	0.8%	1.7%	3.3%	0.8%
Good	5.0%	9.9%	9.1%	11.6%	12.4%	15.7%	12.4%
Fair	42.1%	48.8%	47.1%	50.4%	55.4%	62.0%	61.2%
Weak	45.5%	36.4%	38.0%	33.9%	28.1%	17.4%	24.0%
Very weak	7.4%	4.1%	5.0%	3.3%	2.5%	1.7%	1.7%

The data in table 3 shows a significant difference in the frequency of using English according to the students, nurse anesthetists in hospitals and lecturers in the Nursing Anesthesiology course. Among the 12 situations listed in the questionnaire, the majority of students stated that they seldom used English in these situations. Given the status of these respondents who were students carrying out internships in hospitals, it can be concluded that their

chances of meeting or providing treatments to foreign patients were very small. In addition, the fact that they undergone their clinical practice in some local government-owned hospitals was also the reason that they never or rarely got the chance to provide health services to foreign patients. Most of the patients who went looking for health services in local government-owned hospitals were Indonesian citizens, particularly the residents in the area.

In contrast to students, half of the nurse anesthetists (50%) stated that they frequently used English in situations such as providing health education to patients, interpreting medical terminologies, making presentations, socializing and other matters related to cultural differences with foreign patients. Furthermore, 25% of the nurse anesthesiologists reported that they always used English in situations when communicating with patients and their families, taking anamnesis, and giving instructions to patients effectively, administering drugs, reading, and interpreting reports, charts, drug prescriptions; also writing patients' clinical reports.

This study also found that the lecturers reported similar data as what have reported by the students and nurse anesthetists, in which most lecturers (60%) stated that they

frequently used English in situations such as reading and interpreting reports, charts and prescription drugs; and always used English (60%) when interpreting medical terminology / abbreviations. Although the lecturers stated that they frequently and always used English in those afore mentioned situations, however, in other situations, English were rarely used. This can be understood from their work as teaching staffs in the Institute, in which they were accustomed to read articles and reference books in English to gain more knowledge and support the teaching-learning activities. Thus, reading, and interpreting reports, graphs and interpreting medical terms / abbreviations were the situations where they used English most frequently.

TABLE 3 | Frequency of English Use based on Situations

No	Activities / Skills	Percentage (%)														
		Students					Nurses					Teaching Staff				
		0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
1	Interaction with patients / their family members; including educating and explaining medicine interactions	15.4	40.2	17.1	19.7	7.7	0	25	25	25	25	0	0	60	20	20
2	Interaction with fellow co-workers (nurses, doctors, other staff)	11.1	35.0	25.6	17.9	10.3	0	25	50	25	0	0	0	80	0	20
3	Inquiring skills such as anamnesis	10.3	39.3	21.4	18.8	10.3	0	25	25	25	25	0	0	60	20	20
4	Giving instructions effectively	12.8	35.9	26.5	17.1	7.7	0	25	25	25	25	0	0	60	0	40
5	Giving advice/recommendation	10.3	37.6	25.6	18.8	7.7	0	25	25	50	0	0	0	60	0	40
6	Administering medication	10.3	36.8	20.5	17.9	14.5	0	25	25	25	25	0	0	60	0	40
7	Reading and interpreting reports, prescription charts, etc.	12.0	32.5	25.6	23.9	6.0	0	25	25	25	25	0	0	20	60	20
8	Report writing, such as patient's clinical report	12.0	34.2	29.1	17.9	6.8	0	25	25	25	25	0	20	20	40	20
9	Interpreting medical terminologies / abbreviations	11.1	32.5	20.5	29.9	6.0	0	25	25	50	0	0	0	20	20	60
10	Presentation skill	12.0	27.4	33.3	22.2	5.1	0	25	25	50	0	0	0	80	0	20
11	Social skill	16.2	23.1	33.3	18.8	8.5	0	25	25	50	0	0	20	80	0	0
12	Cultural differences	13.7	29.1	27.4	22.2	7.7	0	25	25	50	0	0	20	80	0	0
	0	not applicable														
	1	never														
	2	seldom														
	3	frequent														
	4	Always														

Table 4 shows that the majority of respondents: students, nurse anesthetists and lecturers ($\geq 75\%$) stated that the twenty-four topics listed in the questionnaire were important and interesting and need to be included in the module English for Nurse Anesthetists. Only on the topic Introduction and Objective of the module, there were relatively quite a big number of respondents thought that

this topic was important but boring (25% of student, 25% of nurse anesthetists and 60% of lecturer).

TABLE 4 | Important and interesting topics that should be included in the ESP course

No	TOPIC	Percentage (%)								
		Students			Nurses			Teaching Staff		
		I, I	I, B	NI	I, I	I, B	NI	I, I	I, B	NI
1	Introduction and objectives of this module	70.9	25.6	3.4	75	25	0	40	60	0
2	General duties of nurse anesthetists	84.6	11.1	4.3	100	0	0	40	60	0
3	Giving directions and names of wards in hospital	82.1	13.7	4.3	100	0	0	80	20	0
4	Description of time, date and schedule	78.6	15.4	6.0	100	0	0	80	0	20
5	Establishing relationship with patients	87.2	9.4	3.4	100	0	0	80	0	20
6	Filling up forms; e.g.: pain assessment form.	82.9	15.4	1.7	100	0	0	80	0	20
7	Checking patient’s personal data	82.1	14.5	3.4	100	0	0	80	20	0
8	Physical assessment	81.2	14.5	4.3	100	0	0	80	20	0
9	Inquiring and reporting health problems	82.9	13.7	3.4	100	0	0	80	0	20
10	Body parts	78.6	12.8	8.5	100	0	0	80	20	0
11	Inquiring and explaining vital signs	85.5	10.3	4.3	100	0	0	80	20	0
12	Explaining medication / anesthesia	83.8	13.7	2.6	100	0	0	80	0	20
13	Asking health problems and dimension of symptoms	86.3	9.4	4.3	100	0	0	80	0	20
14	Pronunciation and description of medical equipment	84.6	13.7	1.7	100	0	0	80	20	0
15	Pain assessment and description	88.0	10.3	1.7	100	0	0	80	20	0
16	Management of pain treatment	85.5	12.8	1.7	100	0	0	80	0	20
17	Monitoring patient's condition after administration of anesthesia	85.5	12.8	1.7	100	0	0	80	0	20
18	Giving injection	82.1	14.5	3.4	100	0	0	80	20	0
19	Applying infusion / IV	80.3	13.7	6.0	100	0	0	80	20	0
20	Patient’s Assessment 1: Breath, Brain, Blood	84.6	12.0	3.4	100	0	0	80	20	0
21	Patient’s Assessment 2: Bowel, Bladder, Bone	85.5	12.0	2.6	100	0	0	80	20	0
22	Promoting Personal Hygiene	82.1	12.8	5.1	75	0	25	80	20	0
23	Explaining Post-Operative Pain Management	84.6	12.8	2.6	100	0	0	80	0	20
24	Explaining discharge planning to ambulatory anesthesia patients	86.3	10.3	3.4	100	0	0	80	0	20

I, I	Important, Interesting
I, B	Important, Boring
NI	Not Interesting

Students’ Needs in English for Nurse Anesthetist

The findings of this study suggest that it is necessary to include all four language skills: speaking, listening, writing, and reading in the module English for Nurse Anesthetist. In addition, grammar, and pronunciation improvement also medical-anesthesia related vocabularies enrichment is necessary to improve the learner’s English proficiency level.

This study also revealed that the nurse anesthetists often used English in various situations such as providing health education to patients, interpreting medical terminologies and abbreviations and other matters related to cross-cultural communication. Furthermore, 25% of nurse anesthetists in this study also reported that they have always been using English in situations when communicating with patients and patients' families, taking anamnesis, giving instructions to

patients, administering medicines, and writing patients’ clinical reports. These findings suggest that speaking and listening skills are the two skills that they often used in their daily activities.

These findings are consistent with the results of previous studies. [Showail \(2018\)](#) found that English was used significantly by the nurse both in their academic and professional life, particularly spoken English. [Huang & Yu \(2023\)](#) also conducted research in needs analysis to create a communication-focused ESP course for Chinese nursing students. They emphasized that it is important to understand nursing students' actual communicative practice in forming partnership with patients during clinical communication. In this study, they focused on Chinese nursing students’

communication patterns of establishing nurse-patient partnership during injection events.

The results of this study and some of those previous studies show that working as either general nurses or nurse anesthetists require a good speaking skill. Along with the speaking skill, good listening skill is also essential, because effective communication requires not only the ability to speak, but also to listen and comprehend the utterances spoken by the person they talk to. Only then, they can avoid misunderstanding and minimize errors in treating and caring for the patients. It is commonly known that in undertaking their duties, both general nurses and nurse anesthetists often find themselves must provide therapeutic communication to their patients, such as helping patients to cope with pre-operative anesthesia or post-operative pain, which help patients feel less anxious and more relaxed when undergoing operation or managing their pain after the surgery.

Besides speaking and listening, writing, and reading are also the skills that need to be mastered, as all respondents reported that they frequently read medical reports and interpreting charts. The group of nurse anesthetists even reported that they often use English to write and read such report on anamnesis, anesthesia administration, post-operative monitoring, etc. Along with all these 4 skills, the need to master the English grammar and expand their vocabularies on anesthesia-related terminologies becomes something fundamental and important to enabling effective communication in English.

In addition to the use of English in those various situations, the study also found that all 24 topics listed in the questionnaire are important and interesting and need to be covered in the module. Although all topics were agreed to be important, however, there was a relatively significant number of respondents: 25% of students, 25% of nurse anesthetists and 60% of lecturers reported that the topic of module introduction sounded tedious. Therefore, the topic of module introduction should remain be included, however, it needs to be integrated with relevant materials and to be delivered in certain method so as not to bore the learners.

Based on all those findings, the design of syllabus for teaching English for Nurse Anesthetists must be made by considering the needs of learners; not simply to improve their English proficiency, but also to aid them in building good relationship and having effective interactions with patients and people that they will encounter at their future profession. To achieve those goals, another thing that we need to take into account is adapting the learning topics into situations in the real clinical settings.

Syllabus Development based on Needs

The first two skills which need improvement are speaking and listening. Communication is a key part in providing care

to patients ([Tetteh et al., 2021](#)), thus, nurse anesthetist-patient communication is a major focus on this current ESP course design. In clinical settings, the nurse anesthetist-patient communication is vital to build the nurse anesthetist-patient relationship and improve patients' overall medical experience ([Alshammari et al., 2019](#)). Regardless of the language context, it is through communication that nurse anesthetists can understand patients' symptoms, such as pre- and post-operative pain, and then address their physical problems and emotional needs ([Huang & Pun, 2022](#)). Therefore, in communicating with patients, building partnership with patients is a major goal of nursing and is of relevance to the patient-centered model, which is prioritized in the present-day healthcare. In delivering patient-centered care, healthcare providers need to communicate and treat the patient as a unique individual, and to address patient needs.

To meet the needs of students in practicing effective communication, a diverse collection of audio and video is required so students can see and listen to what oral communication using English looks like in the real world, particularly those related to the nurse anesthetists' communication in their real work settings. A wide range of videos could be collected from the American Association of Nurse Anesthesiology (AANA) and Certified Registered Nurse Anesthetists (CRNA) official website or YouTube. English TV-series or movies related to medical/health personnel such as Grey's Anatomy, Dr. House, The Good Doctor, and Nurse are also useful sources not only for speaking and listening practice, but also for medical terminologies and anesthesia-related vocabularies.

Another assignment such as meeting foreigners whose first or second language is English will also be beneficial. Students will be assigned to bring these foreigners to class. In class, the students and foreigners will do role plays such as nurse anesthetist – patient interaction in pain assessment or pre-operative assessment; in which all students will have to take notes on words they cannot hear well or understand. This kind of role play can be set as a group assignment. Integrating speaking practice with pronunciation and listening practice through role playing is a good scenario. The foreigners will be the indicator in assessing students' pronunciation and vice versa. When students do not understand what is being conveyed by the foreigner, then students will immediately know that there are words / terminologies they do not understand, thus students directly learn to improve their listening skill.

Besides improvement in speaking, listening and pronunciation, improvement on writing and grammar knowledge is also essential. In their daily work, the nurse anesthetists must write patient reports - such as medical history, history of drugs/anesthesia allergies, also pre- and post-operative physical examinations in English. Composing

good writing using the correct grammar will avoid misunderstandings and minimize the occurrence of errors in medical reports, such as anesthesia/pain relief administration, etc. To improve the writing skill and expand their knowledge on grammar, topics related to descriptive and expository writing should be developed. It is hoped that with these two new topics, students can write explanatory texts that describe and provide information to whoever needed. Some assignments to fill in patient report case samples should also be given to enrich their vocabulary, especially anesthesia-related terminologies, and abbreviations.

These exercises are also appropriate for other findings, such as the frequency of using English based on the situations they have experienced. All subjects involved in this research reported that they often use English in situations of interpreting medical terminologies and abbreviations, reading and interpreting reports, charts, drug prescriptions, etc. In addition, their work – be it as students or lecturers or nurse anesthetists also requires them to frequently read and seek information through articles or reference reports that are often available in English. These findings indicate that materials or topics on medical terminology and reading and interpretation of reports are two topics that must be included in the ESP course. This kind of materials and topics would have also been beneficial to exercise the students' ability in reading, particularly academic reading which relevant to their target career.

In addition to those learning activities, it is also necessary to consider some other aspects such as cultural differences and social skill. The majority of nurse anesthetists involved in this study reported that they need to socialize with their patients and cultural differences is one of many other conditions which need to be addressed. Cultural competence is one of many competences that a nurse must have. The importance of cultural competence in nursing focuses on health equity through patient-centered care, which requires seeing each patient as a unique person ([Novieastari et al., 2018](#)). The more the nurses know about the sociocultural background of their patients, the easier it is to get involved, show sympathy and care through certain ways of speaking; allowing them to interact effectively and gain the trust, thus able to deliver services appropriately, which leading to a better treatment and patient's satisfaction.

Research shows significant benefits resulting from culturally competent nursing care, such as promoting mutual respect, understanding, and trust; encouraging inclusion and patient and family responsibilities for their health; and increasing community involvement in health issues ([Okere, 2022](#)). Culturally competent nurse anesthetists will have the influence to improve the quality of anesthesia care leading to better health outcomes for culturally diverse patients. Nurse

anesthetists who accept and uphold the cultural values and beliefs of their patients are more likely to develop supportive and trusting relationships with their patients. In turn, this opens the way for optimal pre-operative and intra-operative procedure, post-operative pain management and prevention of any complications due to anesthesia, which eventually leads towards positive health outcomes for all patients. Therefore, some cultural topics and social skill merit to be included in the syllabus and exercised thoroughly in the learning activities to develop their communication skills to achieve interaction among cultures.

To make students understand culture, we need to go further beyond the textbook and dictionaries. There is a wide range of alternative resources to get relevant information about some cultures, such as movies, newspaper, and magazines, traveling blogs, also native persons which could be invited to be present in the classroom to share some information about their culture. A couple of sessions of having a foreigner in the class will be another enjoyable experience for students as this activity may create such exciting atmosphere due to the presence of foreigners among them while they learn speaking, listening, pronunciation and culture, all at once.

CONCLUSION

Combining all data provided by the students, teaching staffs and nurse anesthetists through the needs analysis questionnaire, there are several aspects that are necessary to be included in the syllabus to shape the ESP course and these are: the skills most needed for their occupation as nurse anesthetists are speaking and listening in the context of the course should be designed not only for inpatient situations but also outpatient situations, such as services in ambulatory anesthesia or one-day care anesthesia. The findings also showed that all 24 topics listed on the questionnaire are regarded as important to be covered in the course. Among those topics are the inquiring skill used to collect information (i.e., information on medical and allergy history, signs, and symptoms, etc.), explanations about anesthesia, pain management, giving instructions, also ambulatory anesthesia. Some materials on cultural differences also merit to be included to expand their knowledge and help them to understand the culture of other countries. A better understanding towards the culture of others is found to be useful to achieve effective cross-cultural communication in the students' target profession and leads towards positive health outcomes for all patients.

Although this study has provided us with some insights about what should be included in the ESP course English for Nurse Anesthetists, however, some limitations and future improvement need to be addressed, particularly related to the research design and participants. This study involves a structured questionnaire with close-ended questions which leads to limited outcomes, thus the results cannot always represent the actual occurrence in a generalized form. Also,

the participants have limited options for responses, based on the selection provided in the questionnaire. A mix-method with in-depth interview and observation on real clinical settings would create a more meaningful result. Future research should expand and triangulate the methods of data collection and conduct the research with bigger size of participants, particularly the nurse anesthetists in hospitals to gain a more comprehensive understanding on the use of English in their daily work life.

From the viewpoint of language educators, teaching ESP is not similar to teaching general English as it requires more knowledge and information about the specific field being taught and a suitable teaching method. Although such training for ESP educator does not commonly available in Indonesia, however, ESP educator must have a fair knowledge about the specific field, or in this case about nurse anesthetist and anesthesia-related topics. Such information could be collected from various sources such as the teaching staffs in the Nursing Anesthesiology program, books, AANA websites and verified vlogs about CRNA in America, UK and Australia, and other relevant and credible sources.

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Adolescent EFL Learners' English Assessment Preferences: Emergence of ICT-Based Evaluation

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The incorporation of technology into education has impacted numerous facets, assessment being no exception. This study employed a descriptive-qualitative methodology to investigate the English assessment preferences of adolescent learners. There were 126 eighth-grade students voluntarily engaged and completed an open-ended online survey about issue under discussion. Through interactive data analysis, gathered data were examined qualitatively. The primary results portray three main findings: 1) in general, the majority of participants tend to prefer written over spoken form of assessment in the English lesson; 2) more participants prefer game quizzes as the assessment preference; and 3) the majority of participants believe English assessment should be differentiated to accommodate learners' diversity. Presented findings illustrate a pattern indicating English proficiency of learners significantly influences their assessment preferences. Additionally, it is discovered that ICT-based evaluation has emerged among recent adolescent learners. As the results span a vast range of topics, it is anticipated that additional study will be conducted utilizing this research's gaps.

Keywords: Adolescent learner, Assessment preferences, EFL learner, English learning, ICT-based evaluation

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INTRODUCTION

The shift in educational paradigms has resulted in a more dynamic role for learners in teaching-learning situations. The phase of student-centered approach is encouraged, allowing learners greater freedom to select numerous aspects of their studies ([Makarova, Ldokova, & Egorova, 2021](#)). Rather from being the primary source of learning, educators have increasingly operated more as guides. In other words, current learners are more committed to their own education, acting as their own agent of change ([Nhem, 2019](#)). Considering the importance of determining aspects of learning, adolescent learners may be an exciting topic to explore. Adolescence is a stage or phase of growth on the path to maturity or adulthood ([Alsahli, 2021](#)). According to the WHO, learners between the ages of 10 and 19 are classified as adolescent learners. Although some literature suggests that adolescent learners are between the ages of 13 and 19, whilst young learners are classified as being between the ages of 5 and 12, the WHO's classification may be appropriate because the process of adolescence encompasses a variety of factors rather than just age ([Černe & Jurišević, 2018](#); [Lawrence & Fakuade, 2021](#); [Meškauskienė, 2017](#)). Because educators play a critical role in preparing students for adulthood, educators must understand and appreciate adolescence characteristics and their application to learning.

Adolescent learners exhibit various distinct characteristics: 1) intellectual development, 2) social development, 3) physical development, 4) emotional & psychological development, and 5) moral development ([Lawrence & Fakuade, 2021](#); [Meškauskienė, 2017](#)). Adolescent learners begin to transition from concrete to abstract thinking ([Černe & Juriševič, 2018](#)). There, adolescent learners prefer to be active rather than passive, preferring the stage of self-reflection. Socially, the primary observable trait of teenage learners is their highly developed interpersonal and intrapersonal skills ([Meškauskienė, 2017](#)). These factors contribute to a desire for independence and a desire for self-direction. Most investigations are undertaken as a result of hormonal and psychical changes, which contribute to mood swings and other emotional-psychological growth ([Bourchtein et al., 2019](#); [Nabawy, Moawad, Gad, & Ebrahim, 2016](#); [Nhem, 2019](#)). Adolescent learners also develop an interest in social issues, feeling that their morality begins with finding difficult things appealing ([Alsahli, 2021](#)).

The characteristics of adolescent learners outlined above prompt consideration that adolescent learners begin examining things that are most suited to them, including their education. There, this research attempted to describe adolescent learners' assessment preferences in order to determine the most appropriate method of assessment based on the learners' preferences. The descriptions included information about the what and why of preferring a certain assessment methodology. It is considered that if teaching-learning situations are customized to students' needs, the process will be more readily accepted ([Azevedo & Almeida, 2021](#); [Chiu, 2021](#); [Georgiou, 2020](#)). Additionally, it would empower learners by allowing them to intrinsically comprehend what they require ([Makarova et al., 2021](#)).

Indeed, research on learners' preferences has been undertaken across a range of aspects. The learners' LMS preferences have recently been examined in a variety of contexts, as a result of the influence of digitalization shifting from offline to online learning on pandemic covid-19 ([Amin & Sundari, 2020](#); [Azzahra Ramadania, 2021](#); [Desai, Oza, & Kamat Dean, 2021](#); [Khaleyla, Wisanti, Ambarwati, Rahayu, & Putri, 2021](#); [Khan, Vivek, Nabi, Khojah, & Tahir, 2021](#); [Sumardi, Suryani, & Musadad, 2021](#)). A vast majority of students believe Google Classroom, Edmodo, Schoology, Moodle are parts of LMS which support their learning ([Amin & Sundari, 2020](#); [Desai et al., 2021](#)) as it simplifies them to submit tasks, get quick feedback, and do some discussion ([Amin & Sundari, 2020](#); [Khaleyla et al., 2021](#); [Khan et al., 2021](#); [Sumardi et al., 2021](#)).

Additionally, cross-subject discussion of students' assessment preferences has been observed ([Bartram & Bailey, 2010](#); [Birenbaum, 2007](#); [Bonner, Torres Rivera, & Chen, 2018](#); [Gijbels & Dochy, 2006](#); [Saefurrohman, 2015](#); [Simonova, 2016](#)). Since ICT has rapidly developed, without a doubt, assessment is created in new version and innovative manner. The ICT-based assessment arises with various kinds of formats, including:

Computer Assisted Assessment (CAA), Computer Adaptive Testing (CAT), E-portfolio, digital rubrics, online assessment, survey tools, quizzes, proprofs, quiz star and wikis ([Fitriani, 2021](#); [Majid, 2020](#)). Yet, it is not limiting the emergence of other assessment types – even creating new terminology based on combinations of several types.

The problem of students' assessment preferences has arisen as a significant discussion point to emphasize within the educational context ([Van De Watering, Gijbels, Dochy, & Van Der Rijt, 2008](#)). Though, it was revealed that just a few of them describe the propensity that occurs during the adolescent stage, particularly in the English topic ([Saefurrohman, 2015](#)). The majority of study focuses on university students, with the assumption that adult learners are already capable of managing their learning autonomously ([Bartram & Bailey, 2010](#); [Ferdinal & Isramirawati, 2021](#); [Simonova, 2016](#)); thus, their preference is considered as more justified. Indeed, learners should be introduced to the concept of intrapersonal sensing early in order to improve their ability to identify and comprehend themselves ([Margeviča-Grinberga & Šmitina, 2021](#)).

According to the aforesaid characteristics, adolescent learners are the proper stage to begin expressing self-determination since they intuitively describe what is appropriate for them, which including assessment preference. The gap left by the articles survey is intended to be filled throughout this research. Additionally, the accomplished research is supposed to serve as a means for learners to express their needs; teachers, on the other hand, may use it as a reference to optimize teaching-learning circumstances. Further results are expected to be able to improve the data and knowledge concerning learners' English assessment preferences, particularly in the area of discourse among adolescent learners. Additional descriptions illustrate general and specific English assessment preferences, as well as in-depth narrations based on participant responses.

METHODS

Research Design

The primary purpose of this research, which was to describe adolescent learners' English assessment preferences, was accomplished through the use of a descriptive-qualitative methodology. EFL students from junior high school participated in the research. There were 126 eighth-grade junior high school students in the academic year 2021/2022 who voluntarily participated in and completed an open-ended online survey. Those eighth graders were categorized as adolescence since they were 12-13 years old. As it mentioned in WHO, adolescences are children between the ages of 10 and 19 ([Černe & Juriševič, 2018](#); [Lawrence & Fakuade, 2021](#); [Meškauskienė, 2017](#)). These students learn in one of the private schools in Denpasar, Bali, Indonesia – an area that is regarded to be urban. Along with the characteristics of adolescent learners, these participants were purposefully chosen since they could occupy the data needed.

Additionally, these participants have been observed to undergo a variety of assessments in a variety of subjects, ensuring that they complete the questionnaire with adequate prior knowledge.

The questionnaire contains various questions about learners' preferences for English assessment in general, specific, and whether they believe it should be differentiated further. To keep the discussion focused, the general dimension was limited to written and spoken forms; the specific dimension was limited to writing tests, performance tests, project-based tests, and gamified tests. Participants were permitted to select multiple preferences in each dimension, as well as to add preferences that were not formerly included on the list. To provide more detailed descriptions, participants were required to explain why they preferred the chosen pattern of assessments. The obtained data were reduced, visualized, concluded, verified, and triangulated in order to shape the data analysis cycle – as demonstrated through interactive data analysis (Miles, Huberman, & Saldaña, 2014).

RESULTS AND DISCUSSION

Adolescent Students' English Assessment Preferences in General

In general, participants were demanded to describe their English Assessment Preferences on written or spoken form. The overall result is portrayed on the graph 1, as follows:

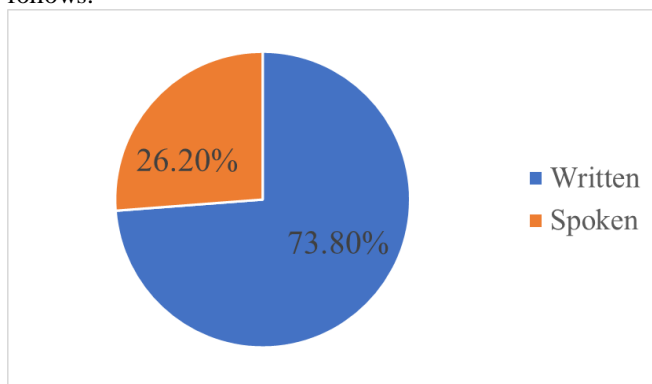


Figure 1 | Participants' English Assessment Preference in General

[Figure 1](#) represents a trend indicating that more adolescent learners prefer written tests (blue area) over oral tests (orange area) as their assessment method. The reasons for each preference were also collected, as they provide further context for the given assessment preference.

According to the participant descriptions, written form is preferred because it is more readable. The results of the written form can be archived, allowing participants to access them from any location and at any time. In other words, participants believe that using written form as a medium for self-reflection will assist them in getting indicators of growth. In addition, those who prefer written communication have a negative view of their speaking ability. Participants are frequently embarrassed by their bad pronunciation and lack of confidence when speaking English verbally.

Those who prefer the spoken form, on the other hand, describe having a greater chance of directly performing English, since they believe language should be used as a means of communication. According to these participants, verbal communication is more genuine and clearer; no one can cheat or plagiarize. In addition, according to these participants, the spoken form is the optimal method for demonstrating that they have correctly grasped the English language. Participants felt that their pronunciation and comprehension would improve if they employed context-appropriate English.

The debate between written and oral assessment has existed for years (Huxham, Campbell, & Westwood, 2010). From addition to arguments regarding achievability and medium for additional self-study, this finding seems to emphasize the participants' belief that the written form could help participants avoid anxiety (which in line with Dwiyanti & Suwastini, 2021; Hamp-Lyons, 2002; Nodoushan, 2014). On this side, there is evidence that written evaluation has really surpassed spoken assessment. In a variety of contexts, students believe they could perform better on a written test since they could revise it multiple times (Zia, 2019); whereas oral assessments do not allow for this. The majority of language learners prefer written assessment since they can receive clear feedback on formative or summative tests – enhancing the outcome of self-study (Nodoushan, 2014; Zia, 2019). Even at the college level, this situation persists, demonstrating that the fear of oral assessment is the prime motive for choosing written to oral evaluation (Huxham et al., 2010).

Indirectly, this result also revealed that learners' anxiety around spoken communication is excessive – educators must be concerned about this situation. It indicates a tendency for learners to have minimal experience using English vocally (Kang et al., 2019); supporting the notion that participants prefer written over spoken language. In contrast, as noted by participants who prefer the spoken form, oral assessment could definitely reflect students' commitment to learning English (Huxham et al., 2010). Indeed, the oral evaluation is believed to be more difficult for a variety of reasons, but a number of studies indicate that learners who regard spoken assessment as a pathway to becoming a professional English learner (Huxham et al., 2010). The sense of personal identity provided by oral assessment can be used to promote learners' motivation to study English - allowing their English skills to be constructed on a scaffold.

It can be concluded that educators who confront this difficulty may apply more written evaluation, but should not eliminate oral assessment entirely. Based on the descriptions provided by related studies, both written and oral assessment are equivalent in terms of significance; neither is superior (Van De Watering et al., 2008). However, since participants tend to choose the written assessment, educators must modify it further while also diagnosing problems with the spoken exam. As has already been demonstrated, employing more diverse forms in spoken evaluation could be a solution to this problem (Alharbi & Surur, 2019; Kang et al., 2019).

Adolescent Students' English Assessment Preference in Specific

Previous descriptions have portrayed participants' English assessment preference in general – most participants prefer written form over the spoken one. Further analysis highlights the English assessment preference in more specific. The overall result is portrayed on the graph 2, as follows:

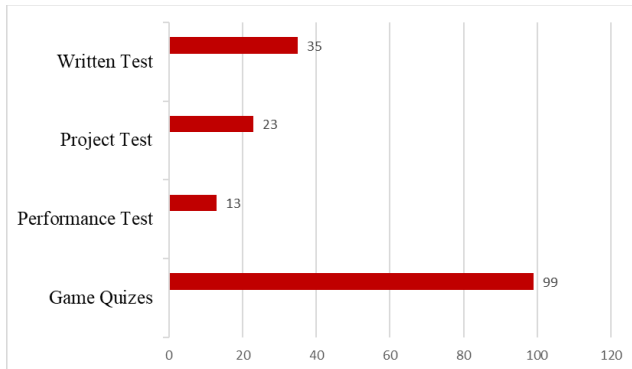


Figure 2 | Participants' English Assessment Preference in Specific

The [figure 2](#) illustrates a trend indicating that gaming quizzes are preferred above writing tests, project-based assessments, and performance assessments. There was a consensus among the participants that adolescent students prefer gamification as a method of assessing their English learning. The reasons for gamification and other types have been highlighted as being diverse.

The most entertaining kind, according to the participants, is bridging the gap between games and education. In this form, the assessment process is stated as having less tension – the major factor in choosing this form is that it would be enjoyable. Additionally, participants describe this assessment form as futuristic. They may gain a sense of inventive learning as a result of the use of technology.

Several participants choose the written test (conventional assessment) since they are accustomed to this type of assessment. Participants who appreciate this format believe they will learn more effectively if the test is administered in this format – the assessment vibe is more readily perceived. Additionally, some participants assert that this assessment method is more equitable, particularly for those who lack sufficient technological equipment or none at all. In other words, this assessment method is recommended because it has the potential to assist in bridging the digital divide that exists in the classroom.

Meanwhile, some participants prefer project-based activity because of its adaptability. Participants describe being able to complete the project anywhere and at any time - while maintaining control of their time and objectives. Additionally, it is stated that project-based learning enables participants to be creative and innovative, particularly in terms of problem solving.

On the other side, performance-based assessment is chosen because it is defined as a means of assessing productive skills. Participants believe that performance-based assessments can demonstrate their level of competence improvement, particularly in the area of communication.

The majority of responders express additional preferences in addition to the offered selection. Participants state that they expect to be assessed in an offline setting through discussions and participation. In other words, participants prefer that those who are engaged during the learning process be also valued - assessment should not be limited to the administration of examinations. Additionally, participants suggest that it may assist them in remaining motivated throughout the learning process, rather than only during the assessment period. Moreover, participants prefer to be evaluated through a portfolio system in an online setting. Participants describe submitting numerous tasks throughout online learning; nevertheless, they had little knowledge of the outcomes of their activities or note submissions. Participants anticipate that it will be one of their assessment forms as well, which will motivate them to engage in the full range of learning activities rather than just the daily submission.

This layer summarizes participants' preference for gamification over other assessment formats. In addition, participants remark that they prefer to be evaluated based on affective factors, particularly discussions and participations (in offline mode) and portfolio method (in online mode).

Recent adolescent learners, and possibly future generations, cannot be divorced from the emergence of technology ([Santosa, 2018](#)). Numerous studies have demonstrated that the most recent generations, Generation Z and the Alpha Generation, enjoy engaging in activities that include the use of technology ([Bourchtein et al., 2019](#); [Nabawy et al., 2016](#); [Nhem, 2019](#); [Türel & Dokumaci, 2022](#)). These generations have grown up with technology and saw it as a part of themselves. There, excluding children from technology would likely result in the perception that their schooling is obsolete ([Manna, Yoo, & Monfils, 2018](#)).

As the assessment preference of participants, gamification in ELT has been considered to have an impact on recent and future education ([Figuroa Flores, 2015](#); [Kaya & Sagnak, 2021](#); [Lindberg, 2019](#); [Redjeki & Muhajir, 2021](#); [Samson & Karthiga, 2020](#); [Sari, Nitiasih, & Budiarta, 2020](#)). Gamification in ELT demonstrates that ICT may be integrated into a variety of topic areas; therefore, learners must also be proficient with technology. Gamification depicts modernity in ELT, giving English learners the impression that they have progressed beyond the previous English learning paradigm – which, in accordance with participants' assertions about game quizzes, reflects modernity in learning.

In accordance with the participants' justifications, the data indicate that gamification in ELT can help students study with less stress (which in line with [Kaya & Sagnak, 2021](#); [Sari et al., 2020](#)). Its aesthetic appeal encouraged students to continue with the practice ([Sari et al., 2020](#)). One of the adolescent learners' characteristics, the emotional factor that connects to the mood-swing element appears to be tailored. Adolescent learners have a tendency to lose motivation when they experience greater worry during learning, or, in other words, mood influences their behaviors and movements the most ([Lawrence & Fakuade, 2021](#)). Preferring gamification with high-attractive features is becoming increasingly acceptable, where adolescents would not feel as much pressure.

In relation to the result, the emergence of game quizzes that participants favor is essentially predictable. Initially, it is recognized that adolescent learners and recent learners in general enjoy playing games ([Samson & Karthiga, 2020](#)). In accordance with the majority of participants' assertions, it has been scientifically demonstrated that including games into the learning process can increase learners' motivation, positive perception, and engagement ([Figueroa Flores, 2015](#); [Lindberg, 2019](#); [Redjeki & Muhajir, 2021](#)). Theoretically, and as demonstrated by numerous experts, a strong association exists between learning motivation and achievement ([Sari et al., 2020](#)). So that likewise learners with positive view and engagement are positively associated to high accomplishment, the majority of studies have discovered this to be the case. The perception that the use of gamification as an evaluation method is good suggests that it will also enhance the accomplishment of students. Some findings that indicate a favorable relationship between gamification and achievement have bolstered the claim that gamification could also improve learners' achievement in ELT contexts ([Figueroa Flores, 2015](#); [Redjeki & Muhajir, 2021](#); [Samson & Karthiga, 2020](#)) – although this is one of the research's gaps that require more investigation.

Second, during a pandemic, numerous platforms have been utilized to capture the attention and interest of participants; the majority of these platforms are assessment media ([Ulla, Perales, & Tarrayo, 2020](#)). Kahoot and Quizzes are two of the most well-known tools ([Putri, 2019](#); [Ulla et al., 2020](#); [Ulla, Perales, & Tarrayo, 2021](#); [Yürük, 2020](#)). There, the tendency of participants to prefer game-based quizzes is reinforced because learners have become accustomed to it; even they enjoy this way. During a pandemic, the use of Kahoot and quizzes has become a trend in Online Learning environments. These platforms are also empirically proven capable of engaging students in following classroom activities, such as assessment ([Ulla et al., 2020](#); [Yürük, 2020](#)). This strategy can also urge students to continue learning, even under the most unforeseen circumstances, such as a pandemic outbreak. Moreover, these apps have rigorously demonstrated that online learning can be conducted in an engaging manner in the midst of turmoil during pandemic learning ([Ulla et al., 2021](#)) – making the preference for gamification even more acceptable because it can bring something novel amid the chaotic environment.

Thirdly, participants' preference for game quizzes is similarly correlated with their urban settings. Urban learners have unquestionably more access to the availability of modern technologies than their rural counterparts ([Bach, Wolfson, & Crowell, 2018](#); [Tang & Bao, 2020](#)). Participants in this study appear used to this assessment style, gamification, due to their easy access to modern technologies itself. High frequency indicating that students have encountered this strategy since they were young students is an additional factor to emphasize. In other words, the participants are quite accustomed to this style of evaluation, and likely do not recognize the typical pattern of evaluation, such as objective examinations or simple essay tests.

In addition to the selections provided on the questionnaire, participants also indicate other preferences, primarily regarding factors of participation. In this example, participants tend to select the same pattern in both offline and online settings: discussions and involvement (in offline mode) and the portfolio technique (in online mode). Indirectly, it appears that the participants value the existence of learning over their own competencies. In other words, participants believe that the worth of the most active learners should be greater than that of the least active ones. Moreover, this result indicates that learners who are communicative and attentive are evaluated more favorably than others, and hence deserve a higher grade. There may also be a propensity for learners to believe that past forms of evaluation lacked transparency, leading them to believe that their results do not correspond with their skill.

Connecting to similar findings and theories, this result indicates that participants have begun to recognize themselves in terms of need and resolve. However, when correlated with other characteristics of adolescent learners, particularly the social development element, it reveals a tendency for adolescents to view engagement as a means of gaining greater attention and recognition from others ([Lawrence & Fakuade, 2021](#); [Meškauskienė, 2017](#)). Participants are seeking attention. Theoretically, it looks typical because adolescence is the time when a person attempts to gain as many social recognitions as possible ([Meškauskienė, 2017](#)). Participants in this setting attempt to communicate it in their study, which is an excellent assertion and recommendation for educators. Educators are also expected to emphasize this aspect while interacting with adolescent students whose social-recognition scale tends to be high.

Differentiated Assessment in English Learning

Recent circumstance around education also highlights differentiated instruction – there, further analysis also asserts whether participants prefer the English Assessment need to be differentiated. Graph 3 display the tendency occurred on participant relating the differentiated form of assessment in English Learning, as follows:

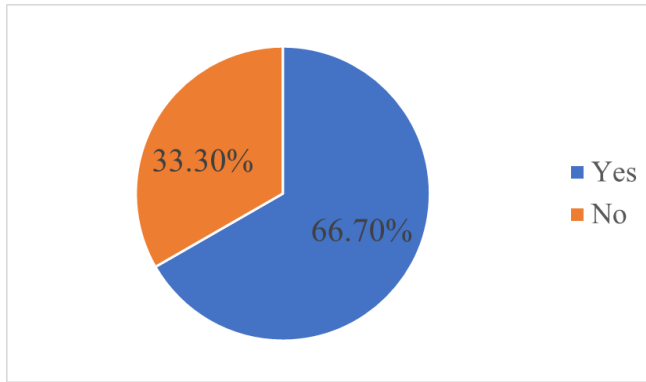


Figure 3 | Participants' Response on Differentiated English Assessment

According to the graph, more participants prefer differentiated assessment versus non-differentiated assessment. This section highlights several factors to prefer differentiated assessment over non-differentiated assessment.

On the one hand, proponents of differentiated assessment argue that everyone's abilities and attributes are unique – a standardized method of evaluation may not be adequate. In addition, prior responses from participants reveal a variety of preferences, although there is a trend showing that one type is preferred more than the others. Despite this, participants assert that all desires should be somewhat satisfied. Differentiated assessment is viewed as distinctive by participants since it drew them into learning and improved learning results. In addition, participants indicated that they would feel more valued if their ability, characteristic, and preference were measured differently.

Along with the varied preferences offered by participants, it becomes acceptable to conclude that the majority of participants favor differentiated English assessment. Differentiated pattern of learning is supported by the fact that learners possess a variety of traits and learning styles (supported by [Malacapay, 2019](#)), which educators must recognize and facilitate. It has been demonstrated that differentiated education, specifically in the terminology of assessment, can bring novelty in language learning ([Ismajli & Imami-Morina, 2018](#); [Mohd Hasrul, Hazita, & Azizah, 2017](#); [Saleh, 2021](#)). English's features are too diverse to be quantified in a single format; thus, differentiation's capacity to occupy learners' diverse skills would enable them to continue improving without excessively comparing themselves to others ([Ismajli & Imami-Morina, 2018](#); [Malacapay, 2019](#)) – whose characteristics are completely different.

Even though it is not a new concept in education, differentiation instruction has recently received a great deal of attention ([Kaur, Noman, & Awang-Hashim, 2019](#); [Marlina, Efrina, & Kusumastuti, 2019](#); [Saleh, 2021](#); [Shareefa et al., 2019](#)). It is argued that differentiated education can create equity in the classroom by requiring each student to study and be evaluated based on their portion ([Ismajli & Imami-Morina, 2018](#); [Marlina et al., 2019](#)). However, implementing differentiated education necessitated other considerations, including the administration of diagnostic tests based on

numerous variables ([Shareefa et al., 2019](#)). Participants in this study express similar thoughts, noting that this is not typical for them or, presumably, for educators. Challenges associated with determining distinction (content, method, or assessment) are also highlighted ([Shareefa et al., 2019](#)). It is recommended to establish with learners from the beginning whether differentiation will be utilized. The participants who prefer non-differentiated assessment, on the other hand, are not accustomed to this assessment pattern and therefore view it as uncommon. Participants regard differentiated evaluation as tough due to the fact that every individual makes their own decision. Participants on this side contend that, when using differentiated assessment, the learning content should also be differentiated based on students' preferences from the beginning. Participants perceive it to be challenging when the content is the same for all but the assessment is differentiated.

Taking into account the results provided, this study presents the most preferred form of assessment of participated adolescent learners: written-gamification-differentiated. Educators can undertake further assessments using this form in general, as well as others for the objective of making variations. However, in addition to its explicit outcomes, it also yields some interestingly implicit findings.

Despite the objectives of this research to describe the English assessment preferences of adolescent learners, the results implicitly diagnose underlying challenges in learning English among adolescent learners. To begin with, participants with limited English proficiency have a tendency to select forms of assessment with limited speaking exposure. There, the majority of participants prefer written form with game quizzes, traditional assessment, and project-based assessment – where they are indeed evaluated mostly on their reading and writing skills. Those who were self-assured in their speaking skills shown a comparable preference for the spoken form in performance-based assessments. Consequently, the graph below depicts the pattern seen among the research participants:

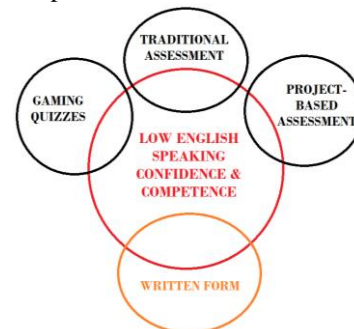


Figure 4 | Pattern of Adolescent Learners' English Assessment Preference (I)

Based on Graph 4. it showed that the adolescent learners' English assessment preference who have low English-speaking confidence and competence tend to prefer gaming quizzis, traditional assessments and project-based assessments. Meanwhile, the other assessment preferences for those who have high English speaking confidence and competence chose the opposite form; which is oral form. It could be describes as Graph 5.



Figure 5 | Pattern of Adolescent Learners' English Assessment Preference (II)

Indeed, [Figure 4](#) and [figure 5](#) demonstrate that English-speaking confidence and proficiency influence the pattern of preference for the assessment form. There appears to be a dichotomy between participants with low and high confidence and ability in English. Since a larger proportion of participants fall into the first pattern (graph 4), this shows a tendency that more adolescent learners of this research have difficulties with the spoken version, hence they prefer the written form. Consequently, although just examining the learners' preferences, these results also reveal the problems that have arisen among the learners.

The findings imply that students have more preference on written form of ICT based assessment. This result is not only attributed by lack confidence of students in oral communication but also several advantages of written form of ICT based assessment. [Desai et al., \(2021\)](#) convinced that the online assessment through written form such as multiple-choice questions (MCQs) or short answer helps to reduce students' anxiety, save their time and minimize the problem of internet bandwidth. Kumar et al., (2018) added that 81% students believe that written online assessment with MCQs using Google form facilitate them to get real time feedback. The emergence of ICT based assessment offers various benefits to assess learning outcomes. Those include easy to design, decrease the possibility of cheating, save money, easy to implement, reduce students' stress, and easy to mark ([Dominguez-Figaredo et al., 2022](#); [Yoestara et al., 2020](#)). The ICT based assessment leads to the use of paperless, it can help teachers to save expensive cost as it only needs technical supports from technology i.e., smartphone/laptop and internet access.

It also convinces high integrity between students because the online assessment limits their chance to ask each other. Those things reflect the ICT based assessment practically plays beneficial role in assessing students' outcomes during the rapid transition of learning mode from face-to-face to online learning.

The results of this study also reveal that adolescent learners have begun to acquire their rational self-directed learning ([Černe & Jurišević, 2018](#)). They can already identify and explain their capabilities, as opposed to merely selecting things at random without rationale. In other words, adolescents begin to recognize what best suits them. These justify assertions about adolescent learners demonstrate a high level of cognitive development; they are able to construct a coherent argument and recognize themselves ([Černe & Jurišević, 2018](#); [Lawrence & Fakuade, 2021](#)). As a result, educators are advised to engage learners more in the teaching-learning process, especially on the design and planning aspects.

This research has further implications for both instructors and students. From the educator's perspective, educators can assess students' needs accurately. Educators are also able to determine the optimal teaching-learning environment, particularly in terms of assessment based on the needs of the learners. In addition, from the perspective of learners, this research could stimulate learners to communicate their learning preferences. In other words, learners have access to be incorporated into their learning plan.

Indeed, the displayed findings and discussions highlight several gaps that are not yet addressed in these descriptions. First, it is anticipated that comparable study will be undertaken in the future, particularly in rural areas, to determine whether diverse settings have a strong influence on the English assessment preferences of adolescent learners. As previously noted, the participants in this study favor easier access to technology, which marginally influences their preference for gamification. There, rural areas with inadequate access to technology may present data that are interesting to compare to more recent findings. Second, it is advised that future study be conducted to observe the achievement of students based on their preferred method of assessment. It would be highlighted with the purpose of assessing the English proficiency of learners based on their outcome – whether or not the preference can improve their performance. Consequently, results gained by thoroughly determining learners' accomplishment on their assessment preference would strengthen educators' consideration of learners' assessment preference.

CONCLUSION

The adolescents are capable of considering appropriate things rationally. Along with the topic of assessment preferences, the participants in this study concluded that they prefer a written-gamified-differentiated pattern of assessment for their English learning process. These preferences are underlined by the flexibility, modernity, enjoyment, and independence aspects of learning; allowing learners to manage their own objectives as well as start becoming autonomous learners. The research's concluding remarks make no attempt to over-generalize that all adolescent learners pick the same pattern – in other words, they are not conclusive.

However, the findings of this study may serve as a stepping stone for further thorough research on this subject, with this study serving as a primary reference. It is strongly recommended to examine the same issue in rural areas to determine whether there is a difference in learners' English assessment preferences across different settings. Additionally, research to rigorously determine learners' performance relative to their assessment preferences will be necessary to determine whether their preferences would enable them attain higher achievement. Additionally, the assessment preferences of English teachers are intriguing to investigate in order to determine whether teachers' and students' preferences are related or not. These gaps have not yet been addressed in this research, which is highly anticipated to be further investigated. in the world.

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Translation techniques used and its shift in Stranger Things movie

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The use of inappropriate translation techniques can cause distortion and a shift in meaning from the source language to the target language. In addition, the limited space for writing words in subtitles is a challenge for a translator. This study reviewed the use of translation techniques for expressions of fear that were realized in the form of sentences and the shifts that occurred as a result of using these techniques. The data were the subtitles of the film Stranger Things season 1. To analyze the data, the researcher used a qualitative content analysis model (Santosa, 2021). In this study, the researcher used the theory of translation techniques (Molina & Albir, 2002). All data were expressions of fear in both English (SL) and Indonesian (TL). In addition, in analyzing the data, the researcher was assisted by two translation experts in analyzing the use of techniques and shifts that occurred in the translation data. In this study, the most widely used technique was established equivalent. With this technique, the translation results sounded natural in the target language. However, the use of reduction and discursive creation techniques distorted the meaning. Specifically, discursive creation distorted meaning in the target language; meanwhile reduction techniques caused a reduction of information. Furthermore, this study found that there was a shift in the function of commanding speech into asking speech due to the use of inappropriate translation techniques. As significance in English language teaching, understanding these translation techniques and their implications can help English language teachers and learners to develop better strategies for communication, particularly when dealing with idiomatic expressions and cultural nuances. Furthermore, the study's findings on the shift in function from commanding speech to asking speech due to the use of inappropriate translation techniques can serve as a reminder for teachers and learners to be cautious when relying on subtitles for language acquisition.

Keywords: translation; techniques; shift; fear of expression; subtitle; movie

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INTRODUCTION

The activity of watching movies via streaming such as Netflix, WeTv, and Catchplay+ has grown rapidly in recent years (Castro et al., 2021; Hadida et al., 2021; Kumar et al., 2020). With so many applications providing these services, various genres of films can be watched easily via our smartphones. One application that is widely used and globally accepted for streaming movies is Netflix (Au-Yong-Oliveira et al., 2020; Ojeda et al., 2022). With this application, we can specify various kinds of film genres as well as choose the subtitles we want. For example, people in Indonesia will get the option to watch using Indonesian subtitles which have been translated by the Netflix team.

Many studies have been conducted on the use of translation techniques in films. This study can be seen through its analysis of subtitles (Abu-Rayyash et al., 2023; Bogucki, 2022;

[Hashish & Hussein, 2022](#)), dubbing ([Al-Yasin, 2022](#); [Poustchi & Amirian, 2021](#); [Golchinnezhad & Afrouz, 2021](#)), Voice-over ([Filanti, 2017](#); [Huber & Kairys, 2021](#)). The study usually analyzes the transfer of meaning from the source language into the target language. In contrast to translations of other literary works such as novels and books, translation studies of films, especially subtitles, have limited space to adapt the words of the characters in the film ([Cintas & Remael, 2014](#); [Zhang & Liu, 2009](#)). The results of the previous study found the use of the established equivalent technique to be the most widely used technique ([Indriyany, 2019](#); [Masykur et al., 2019](#); [Rianti et al., 2021](#); [Romdhani et al., 2018](#)), Adaptation ([Fitria, 2015](#)), Literal ([Latif, 2018](#); [Rukmini & Saputri, 2017](#)). Judging from these results, there is a diversity of results related to the use of translation techniques in film subtitles.

Film translation studies have also been carried out in various genres such as cartoons ([Anwar et al., 2020](#); [Emam, 2017](#); [Samir, 2022](#)), comedy and humor ([Azis, 2021](#); [Yuliasri, 2016](#); [Yuliasri & Allen, 2019](#)), serial films ([Syarif, M.R. Nababan, et al., 2020](#); [Tambunan, 2021a](#)). The results of this study indicate that translators from Iran mostly use adaptation and reduction translation techniques ([Azis, 2021](#); [Emam, 2017](#); [Samir, 2022](#)). Other findings show the dominance of using different translation techniques in film subtitles such as linguistic compression ([Anwar et al., 2020](#)), discursive creation ([Istiqomah et al., 2019](#)), literal ([Yuliasri, 2016](#)), established equivalent ([Syarif et al., 2020](#)), and amplification ([Fitria, 2015](#)). These results show that even the same film genre is not always dominated by one translation technique. Although there have been several researchers studying speech acts in a film, no one has specifically studied the translation of speech in the horror genre.

The various results as the effect of the translation techniques used by previous research are caused by various factors. These factors can be in the form of ideology and translator competencies. Related to the ideology of a translator, this can be seen in the results of translations that tend to be domestic and foreignization ([Farisi, 2020](#); [Ghafarian et al., 2016](#)). [Nababan et al. \(2016\)](#) states that the use of translation techniques at a micro level can form an ideology of the translator. Then, the translation results are close to the source language (foreignization) and close to the target language (domestication). The next factor that determines the use of translation techniques is translator competencies. [Nababan \(2008\)](#) mentions the importance of procedural knowledge related to understanding culture and culture in the source and the target language. In addition, a translator can Pacte ([Beeby et al., 2003](#), [Beeby et al., 2009](#); [Hurtado Albir & Taylor, 2015](#)).

The existence of various previous studies regarding the use of translation techniques urges researchers to explore further the use of translation techniques on the expression of fear that has not been widely studied. In addition, researchers are also trying to examine the impact of the use of techniques so that there is a shift in the form and function of speech. The purpose of this study is to find out the form and function of the expression of fear and shifts that occur

due to the use of the translation technique.

METHODS

This research was qualitative descriptive research with a case study approach by collecting data on the type and function of the expression of fear expressed in the serial film called Stranger Things Season 1. This study was conducted in three stages. First, researchers gather all data related to the expression of fear beginning with general data and then narrows focusing on the expression of fear. Second, data analysis was carried out by researchers through three stages such as data reduction or commonly called data selection. Next, the researcher presents data that has been found and ends with a temporary conclusion. In this study, the researcher used the translation techniques theory ([Molina & Albir, 2002](#)). All data were the expressions of fear in the form of English (SL) and Indonesian (TL). In addition, in analyzing data, the researcher is assisted by two translation experts in analyzing the use of techniques and shifts that occur in translation data. After obtaining data on the use of translation techniques, researchers re-examine the type and speech function of the fear expression. Third, the researcher writes analytical data with descriptive methods by describing conclusions in the form of paragraphs based on accurate data.

RESULTS AND DISCUSSION

This study reveals the use of translation techniques and its shift in the expression of fear in the film series called Stranger Things Season 1. The translation results of the expression of fear from English to Indonesian following the Group Discussion that had been carried out by the researcher. It was found nine (9) types of techniques such as established equivalent, reduction, discursive creation, borrowing, modulation, linguistic amplification, explicitation, compression linguistic, and literal. The following is detailed information related to the use of the translation of fear in the film series Stranger Things.

TABLE 1 | The use of translation techniques in the film Stranger Things

NO	Translation techniques	Frequency	Percentage
1	Established equivalent	219	74,49%
2	Reduction	28	9,52%
3	Discursive Creation	14	4,76%
4	Borrowing	12	4,08%
5	Modulation	11	3,74%
6	Linguistic Amplification	4	1,36%
7	Explicitation	3	1,02%
8	Compression Linguistic	3	1,02%
9	Literal	3	1,02%
Total		294	100,00%

The data [Table 1](#) above showed the distribution of the use of translation techniques of fear expression in the film Stranger Things. It was found nine types of translation techniques used. The established equivalent technique is the most applied with 219 (74.49%) and then followed by reduction techniques with 28 (9.54%). Then, the discursive creation technique was 14 (4.76%), borrowing was 12 (14.08%), and modulation was 11 (3.74%). Next, the linguistic amplification technique was 4 (1.36%), as well as the explicitation technique, linguistic and literal, has 3 (1.02%). The following are the detailed description translation techniques used;

Established equivalent

Referring to the theory ([Molina & Albir, 2002](#)), established equivalent involved finding a commonly accepted translation for a specific term or expression in the source language and using it consistently in the target language. The following was an example of established equivalent technique.

TABLE 2 | 046 Example 1

046	
ST	Do you see any more blood?
TT	<i>Apa kau lihat darah lagi?</i>

This technique was often used in technical or specialized fields, where there were specific terms or jargon that had a precise meaning in the source language.

In data [Table 2](#), do you see any more blood? was translated into *Apa kau lihat darah lagi?*. This translation result sounded natural in the target language. In this case, it happened because one of the characters was frightened to see a lot of deer blood around him as a result of the monster's attack.

TABLE 3 | 098 Example 2

098	
ST	Get out of here!
TT	<i>Pergi dari sini!</i>

In data [Table 3](#), Get out of here? was translated into *Pergi dari sini!*. This translation result sounded natural in the target language. From the context, this speech occurred due to the sudden appearance of monsters who tried to attack them in the house. So, one of the frightened characters invites another friend to leave the house.

Reduction

The reduction translation technique involved condensing the source text to a shorter length while retaining the essential meaning. This technique was useful when the source text contains redundant or unnecessary information that could be omitted without affecting the meaning.

TABLE 4 | 066 Example 1

066	
ST	Go, go, go, go, go!
TT	<i>Ayo!</i>

In data [Table 4](#), the utterances go, go, go, go, go! in English was translated into Indonesian as *Ayo!*. The results of this translation indicated a shorter form of meaning from the source language to the target language. Viewed from the context, this speech occurred due to the police chasing

several characters. The main character then invited all his friends to run.

TABLE 5 | 0101 Example 2

0101	
ST	Jesus! Jesus!
TT	<i>Astaga!</i>

In data [Table 5](#), the utterances Jesus! Jesus! in English was translated into Indonesian as *Astaga!*. The results of this translation indicated a shorter form of meaning from the source language to the target language. Seen from the context, this speech is performed by one of the characters who has just seen a monster for the first time. The monster appears right in front of the character.

Discursive Creation

The discursive translation technique involved translating not only the content and meaning of a source text but also the social and cultural context in which the text was situated. This approach recognized that texts were not simply isolated pieces of language, but were part of a broader discourse or conversation within a particular cultural and social context.

TABLE 6 | 043 Example 1

043	
ST	Oh, God!
TT	<i>Astaga!</i>

In data [Table 6](#), Oh, God! in English was translated into Indonesian as *Astaga!* The speech in the source language was translated very differently from the context into Indonesian. From the context, this utterance was made because one of the characters heard a strange sound followed by a deer that died horribly.

TABLE 7 | 0116 Example 2

0116	
ST	Oh, Jesus!
TT	<i>Demi Tuhan!</i>

In data [Table 7](#), Oh, Jesus! in English was translated into Indonesian as *Demi Tuhan!* The speech in the source language was translated very differently from the context into Indonesian. Looking at the context, this utterance was made by one of the characters who found a body part of a monster that was still moving after being shot many times.

Borrowing

This technique was usually used because similar terms were not found in the target language. Thus, translators usually borrow words or terms. The following was an example of data of the borrowing technique.

TABLE 8 | 060 Example 1

060	
ST	They know about Eleven!
TT	<i>Mereka tahu tentang Eleven!</i>

In data [Table 8](#), they know about Eleven! in English was translated into Indonesian *Mereka tahu tentang Eleven!*. The speech in the source language was translated the same as the target language because Eleven is the name of one of the main characters in the film Stranger Things. Seen from the context, this speech occurred because Eleven as a child who had run away from the research camp. Later, Eleven was

sought after by the government because she had special spiritual abilities. Meanwhile, Eleven has been hidden for several days by one of the main characters.

TABLE 9 | 0140 Example 2

0140	
ST	Fireball him!
TT	<i>Fireball Dia!</i>

In data [Table 9](#), Fireball him! in English was translated into Indonesian Fireball Dia!. The speech in the source language was translated the same as the target language. In fact, the word fireball in the speech is the weapon used by the main character to attack the monster that is approaching them. This speech occurs because some of the main characters are being pressured by the arrival of the monster in front of them.

Modulation

This technique is also known as "translation shift" and focused on modifying the sentence structure and using a different language style in the translation to maintain the same meaning as the original text. This technique involved adapting the source text's grammatical and syntactical structure to suit the target language, resulting in a translated text that was different in wording but conveyed the same meaning as the original text. The following was an example of data of modulation technique.

TABLE 10 | 055 Example 1

055	
ST	Just keep going!
TT	<i>Teruslah berlari!</i>

In the data sample denoted as [Table 10](#), the English phrase Just keep going! was rendered into its Indonesian counterpart as Teruslah berlari!. The process of translating from the source language to the target language necessitated lexical and grammatical adjustments, resulting in a shift in emphasis and perspective. The statement was contextualized within a narrative in which government agents were in the process of apprehending the protagonists Mike, Luke, Dustin, and Eleven. Using a strategic approach to cycling, the aforementioned characters were able to evade capture by their pursuers.

TABLE 11 | 0128 Example 2

0128	
ST	Hit him again. Kill him!
TT	<i>Tembak lagi. Bunuh dia!</i>

In [Table 11](#) dataset consisted of the Indonesian translation of the English sentence Hit him again, kill him!, culminating in Tembak lagi, Bunuh dia!. The translator utilized lexical choices consistent with prevalent usage in Indonesian, explicitly selecting the term tembak lagi. Dustin uttered the aforementioned statement to Lucas, who was actively using a slingshot to launch projectiles at malevolent entities, while Lucas was the intended recipient. Despite the numerous instances of Lucas being discharged, the entity in question successfully approached their proximity.

Linguistic Amplification

In this strategy, the original text is linguistically expanded in order to convey the semantic substance in the target

language. This method involves an in-depth analysis of the source document to determine its underlying semantic principles, which are then refined to produce a more exhaustive translation.

TABLE 12 | 0136 Example 1

0136	
ST	I need you to wake up now
TT	<i>Ibu ingin kau sadar sekarang</i>

I need you to wake up immediately... was translated into Indonesian in record [Table 12](#) as Ibu ingin kau sadar sekarang. The source-language utterance was translated by incorporating linguistic elements into the target-language text. Will's mother uttered these words to her son, who had been discovered but was still incapacitated. Will's mother attempts to awaken him so that he will awaken shortly. In order to accomplish this, his mother struggles to locate Will in a parallel dimension populated by creatures.

TABLE 13 | 034 Example 2

034	
ST	Mom, please!
TT	<i>Ibu, kumohon!</i>

In data [Table 13](#), the utterance Mom, please!. in English was translated into Indonesian as Ibu, kumohon!. The utterance in the source language was translated by adding linguistic elements to the text in the target language. This utterance is performed by Will who is trapped in a parallel dimension. Through momentary communication, Will tries to call and ask for help from his mother.

Explicitation

This approach involved making information that was implicit in the source text explicit in the target text. The purpose of explicitation was to make the source text more transparent and understandable for the intended audience by clarifying any implicit or ambiguous information. The following is an example of Modulation technique data.

TABLE 14 | 029 Example 1

029	
ST	Please...
TT	<i>Kumohon...</i>

In data [Table 14](#), the English phrase Please... was translated to Indonesian as Kumohon.... This utterance in the source language was rendered in the target language by making the implicit information in the source text explicit. This statement is made by Will, who is attempting to converse with his mother. Will, who is in another dimension, has limited time to communicate with his mother.

TABLE 15 | 0139 Example 2

0139	
ST	Something is coming.
TT	<i>Something angry. Ada sesuatu yang datang. Dia marah</i>

In data [Table 15](#), the utterance Something angry... in English was translated into Indonesian as Dia marah.... This utterance in the source language was translated by adding implicit information in the source text becomes more explicit

in the target text. This utterance was made by Nancy to Jonathan. Those who are in another dimension feel confused to find a way out. Hearing a strange sound, Nancy felt that there was a monster, and it was angry with them.

Compression Linguistic

This method involved reducing the quantity of information in the source text in order to produce a more concise and effective target text. The purpose of compression linguistics was to make the text more accessible to the intended audience by simplifying it.

TABLE 16 | 033 Example 1

033	
ST	And it's cold!
TT	<i>dan juga dingin!</i>

In data [Table 16](#), the English phrase And it's cold was rendered as *dan juga dingin!*. The translation of speech in the source language involves the simplification of linguistic elements in the target language. This statement is uttered by Will, who is located in an alternate dimension. He feels very frightened and the weather is very cold. Will is conversing with his mother in the present.

TABLE 17 | 089 Example 2

089	
ST	Hey, <i>what happened to your hand?</i>
TT	<i>Hei, Kenapa tanganmu?</i>

In data [Table 17](#), the phrase Hey, what happened to your hand? is spoken also translated into English as *Hei, Kenapa tanganmu?*. The translation of speech in the source language involves the simplification of linguistic elements in the target language. This remark was made by Steve, who was startled to observe Nancy's bandaged hand. Steve is concerned for Nancy, who is at Jonathan's residence and is unaware of the creatures.

Literal

This method entailed word-for-word translation of the source text, without any modifications or adaptations. The objective of literal translation was to produce a text that faithfully reproduces the language and structure of the source text, disregarding any cultural or linguistic differences between the source and target languages. The accompanying information was an example of literal translation.

TABLE 18 | 084 Example 1

084	
ST	Gone! Gone!
TT	<i>Meninggal! Meninggal!</i>

In data [Table 18](#), Gone! Gone!. It was rendered as *Meninggal! Meninggal!* in Indonesian. The utterance in the source text was rendered in the target language by simplifying linguistic elements. This was said by Eleven, who had traveled to another dimension in search of Will and Barbara. However, Eleven only witnessed Barbara's death at the hands of creatures.

TABLE 19 | 084 Example 2

084	
ST	Getting the rocks!
TT	<i>Mengambil batu!</i>

In data [Table 19](#), Getting the rocks!... It was translated into Indonesian as *Mengambil batu!...* The utterance in the source text was translated by simplifying linguistic elements in the target language. This utterance was made by Dustin to Lukas. They were facing a monster that was about to attack them and Dustin was having trouble finding a stone for his slingshot.

The use of translation techniques also caused a shift in the type and function. In this study, the researcher only found one shift in the function which is from commanding speech to ask speech. Below was an example of that shift.

TABLE 20 | 0134

0134	
ST	Come on, kid!
TT	<i>Ayolah, Nak!</i>

In data [Table 20](#), the utterance Come on, kid! in English represents a commanding speech to speech partners yet it was translated *Ayolah, Nak!* in Indonesian. *Ayolah* represents a shift in the speech function from commanding to asking. This utterance was made by Will's mother who was waking up her son. Will had been missing for a few days because he was being held captive by a monster in another dimension.

The study aimed to analyze the translation techniques used in translating expressions of fear in the TV series *Stranger Things* Season 1 from English into Indonesian. The study found nine different translation techniques were used, with the most commonly used technique being "established equivalent" (74.49%). Other techniques included "reduction," "discursive creation," "borrowing," "modulation," "linguistic amplification," "explicitation," "compression linguistic," and "literal." The established equivalent technique involved finding a commonly accepted translation for a specific term or expression in the source language and using it consistently in the target language. On the other hand, the reduction technique involved condensing the source text to a shorter length while retaining the essential meaning. The discursive creation technique involved translating not only the content and meaning of a source text but also the social and cultural context in which the text was situated. On the other hand, the borrowing technique was employed in cases where equivalent terminology were absent in the target language. The modulation technique involved modifying the sentence structure and using a different language style in the translation to maintain the same meaning as the original text.

Finally, the linguistic amplification technique involved expanding the meaning of a source text to convey its full meaning in the target language, while the explicitation technique involved making implicit information in the source text more explicit in the target text. In line with these findings, several previous studies had also found the use of the established equivalent technique as the most used technique in subtitle translation ([Indriyani, 2019](#); [Masykur et al., 2019](#); [Rianti et al., 2021](#); [Romdhani et al., 2018](#)). However, several other studies had also found translation techniques such as adaptation and literal to be the most used translation techniques in film subtitles ([Fitria, 2015](#)), Adaptation ([Latif, 2018](#)), literal ([Budiana et al., 2017](#)).

Besides using established equivalent techniques, the results also showed the large use of reduction techniques by reducing some of the elements in the source language. This finding was in line with several researchers who found the reduction translation technique to be one of the most widely used techniques (Fitria, 2020; Romdhati et al., 2018; Tambunan, 2021). Consistency regarding the large use of reduction translation techniques can also be seen from the findings of previous researchers in various genres such as drama (Fitria, 2019), cartoons (Pahamzah & Syariifah, 2019), drama (Nugrahani, 2021; Tambunan, 2021). These results also showed that the translation of subtitles in films was different from the translation techniques used in literary works such as novels (Nugrahani, 2021; Poyungi et al., 2021), holy books (Gunawan, 2019; Nababan et al., 2019), and a song (Hartono & Yuliasri, 2019; Simanjuntak et al., 2021). This finding can also be seen from the limited use of subtitles in a film that only contains two lines (Cintas & Remael, 2014).

Other findings in this study indicated that there was a shift in speech function due to the use of translation techniques. Several translation techniques could cause a shift in meaning from the source language to the target language such as modulation, discursive creation, and reduction (Romdhati et al., 2018; Tiasadi et al., 2022). In line with previous research, this study found that the use of reduction techniques causes speech shifts. In addition, the shift in function was also inseparable from the competence of a translator. The competence of a translator can be in the form of procedural knowledge and decisions in using appropriate techniques such as commanding speeches which were still translated the same in the target language (Gunawan et al., 2022; Nababan, 2008; Nuraisiah et al., 2018). Overall, in this study, the translator is competent to apply appropriate techniques in transferring messages.

The findings of this study provided theoretical and practical implications for academics and translators. In the theoretical realm, these findings complement previous studies related to the use of translation techniques in films (Fadhilla & Basari, 2022; Lesmana et al., 2022; Sakulpimolrat, 2019; Simanjuntak et al., 2021). Then, the practical implications of the findings in this study were regarding the tendency to use reduction translation techniques in translating subtitles (Romdhati et al., 2018; Tiasadi et al., 2022). This happens due to the limited text in a film (Cintas & Remael, 2014).

CONCLUSION

This study reveals Following the results of the analysis, the findings concluded that the translation techniques established equivalent, reduction, and discursive creation were the most widely used in translating expressions of fear in the film series Stranger Things season 1. In the use of the established equivalent technique, subtitle translations of expressions fear were translated accurately into the target language. The application of this technique did not shift the meaning and linguistic units of expressions fear into the target language. However, the application of reduction and

discursive creation techniques distorted meaning. One of the reasons is the limited number of words that could be placed on the line in the subtitle. Then, the use of inappropriate techniques also caused a shift in the function of commanding speech to ask. Hence, the task of translating the manifestation of dread poses a significant barrier for translators. In addition to the requisite consideration of the suitable methodology, the translator must also ensure that the sentences in the target language align with the allotted space.

The significance of this study in the field of English Language Teaching (ELT) is in its examination of translation approaches and their influence on effectively transmitting the structure and purpose of terror emotions in film subtitles, a domain that has received limited attention within the horror genre. This research expands the comprehension of how translation techniques can be influenced by factors such as translator ideology and competencies, as well as their impact on translation outcomes in terms of domestication and foreignization, through an analysis of the use of translation techniques in different film genres.

The primary objective of this study is to examine the manner in which fear is expressed, as well as the modifications that arise as a result of employing translation techniques. This research underscores the significance of procedural knowledge in comprehending culture and language in both the original and translated texts. This aspect holds special significance within the field of English Language Teaching (ELT), as educators and students frequently come across cultural idioms and subtleties that necessitate a comprehensive comprehension of both languages in order to effectively communicate intended messages. Additionally, this research is a chance for educators and students of English language to acknowledge the impact of translator skills and beliefs on the results of translation. Through an analysis of diverse translation approaches employed across various film genres and their resultant impacts, educators can gain a deeper understanding of the intricacies involved in translation. This understanding can facilitate the development of effective solutions to tackle the inherent obstacles encountered in the teaching and learning of the English language. This study makes a valuable contribution to the field of English Language Teaching (ELT) by enhancing our comprehension of translation procedures, their impact on the structure and purpose of fear-related phrases, and the various elements that influence their utilization. Furthermore, the significance of procedural expertise and cultural understanding in translation is underscored, as these factors are crucial for facilitating successful communication and fostering language acquisition.

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Infusing Intercultural Awareness in English Materials Development for 4th Grade at Islamic Elementary School

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Embedding intercultural awareness in teaching English is an essential aspect that must be considered. This paper aims to develop the English materials for 4th grade at Islamic Elementary School. The researchers employed mixed-method research to do a need analysis and design the English materials. Choosing and Analyzing the English material from the 4th grade's book was the first step in collecting the data. Then, the researchers spread the questionnaires to the 13 teachers and 71 students as the research participants that have selected purposively. The data was analyzed using explanatory sequential mixed methods, in which the qualitative data was used to explain the quantitative data results. This paper revealed that teachers and students agreed that infusing intercultural awareness is essential to learning English. They also proposed the appropriate materials to be developed with the researchers, such as adding typical food and traditional festival in the introduction materials. After designing and developing the materials, the researchers finally produced online materials in the form of video. The researchers tried to implement the video to get constructive feedback. The students' and teachers' perspectives are almost the same.

Keywords: Course Design, English Materials, Intercultural Awareness, Need Analysis

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INTRODUCTION

Infusing intercultural awareness into English materials is essential to English language teaching. Intercultural awareness is the foundation of communication (Cao, 2021; Kirner-Ludwig & Fadhil Alsaedi, 2021; Tosuncuoglu, 2019; Tran et al., 2020; Zhu, 2011). In learning English, students need to acquire grammatical knowledge, phonology, and lexis and the ability to use language in a socially and culturally appropriate way. Algouzi & Elkhair (2021); Cao (2021); Samsudin et al. (2021) stated that foreign language students must be able to communicate with people from various languages and backgrounds, including different cultural backgrounds. Learning a foreign language is more than just mastering an academic subject; it is also about learning a means of communication. It enables learners to communicate with people from various linguistic and cultural backgrounds in a diverse and multicultural world. As a result, language and culture are inextricably linked, and culture education is an essential component of language education programs.

Studies on intercultural awareness have been carried out comprehensively for the last ten years (Zeynep Özişik et al., 2019a), but infusing intercultural awareness in English materials development for 4th grade has not been investigated intensively.

Intercultural awareness is about understanding other cultures. [Miftakh \(2017\)](#) revealed that intercultural English teaching and learning provides more opportunities for young learners to be more active and critical toward other languages and cultures and improve their English skills. Therefore, by understanding other cultures, students' English skills are improved. In addition, developing students' intercultural awareness is essential ([Gashi, 2021a](#); [Gómez-Parra et al., 2021](#); [Häbler & Spernes, 2023](#)). Thus, students' view of people and nations was not only based on their cultural lenses but on multicultural lenses that assist them in considering themselves as others part of the same increasingly interconnected and highly interdependent world.

However, there are disadvantages to infusing intercultural awareness into teaching and learning. Students might be more interested in the new culture and forget their identity. If cultures from different groups mixed, it would produce a new culture that is different from the culture of any of these groups ([Alshuaifan, 2021](#); [Martynova et al., 2019](#); [Rajprasit, 2020](#)). Therefore, it creates new cultural paradigms in the life of the students. It can be concluded that there is still a debate whether infusing intercultural awareness in teaching-learning English has a good impact or not for the students. Although the findings from the previous studies suggest a promising future for infusing intercultural awareness in education, implementing it by developing the materials for English education, especially in Islamic Elementary schools, is still a challenge for some teachers.

Based on the problems above, the researchers want to develop a course design by infusing intercultural awareness in English material for 4th-grade students at Islamic Elementary School. Along with this growth in learning English at the Islamic elementary school level, there is increasing concern over the design of English materials infused with intercultural awareness. Results of this study are expected to show the use of infusing intercultural awareness in English materials, especially for Islamic Elementary School students. Therefore, it will enrich the findings of infusing intercultural awareness in learning whether the results are strengthened or debate the idea.

METHODS

Research Design

The mixed methods research design was conducted in this study since infusing intercultural awareness in English materials development is expected to accommodate the students' learning needs for 4th grade. [Creswell \(2014\)](#) stated that the mixed method combines qualitative and quantitative research and data in a research study. Quantitative data usually includes closed-ended responses, while qualitative data tends to be open-ended without predetermined responses. Therefore, the researchers gained the data by giving them questionnaires to 71 students at MI Manarul Islam Malang and 13 teachers (3 teachers from MI Manarul Islam Malang, four teachers from SD Anak Saleh Malang, a teacher from MIN 1 Kota Malang, SDIT Natuna, SDN 07 Samboja, and SD Fastabiqul Khairat, two teachers from SD Muhammadiyah 4 Malang).

Then, the researchers built on the results to explain them in more detail with qualitative research based on the emerging problems to answer these research questions: 1) Is infusing intercultural awareness essential in ELT? 2) What are the most appropriate teaching materials, methods, and activities in ELT for 4th grade?

Participants

The study participants were selected purposively based on the criteria designated by the researchers. All 71 students are in the fourth grade of MI Manarul Islam Malang. They were selected as participants because the English material development is intended for the 4th grade. Meanwhile, the 13 teachers from seven elementary schools were selected based on their educational background, experience, and TEYL. All participants agreed to participate in this study because they had the experience that they could share as the research data.

Furthermore, the main reason for choosing 71 students from MI Manarul Islam Malang is that the English material is taken from the 4th grade's book in MI Manarul Islam Malang. Moreover, the material development is also intended to be implemented in 4th grade at MI Manarul Islam Malang. In the meantime, selecting 13 teachers in seven different elementary schools balances the number of student participants and strengthens the teachers' needs analysis result as a form of data triangulation.

Data Collection

To gain the data for this study, the researchers looked at the materials in the 4th grade's English book at MI Manarul Islam Malang and selected one material to be developed. Moreover, the researchers also gave the questionnaires to the participants. The students and teachers have different questionnaires to be filled. However, still, both questionnaires consist of three different parts. For students, it consists of students' interest and motivation in learning English, the topic and content they are interested in, and learning activities they prefer. While for the teachers, it consists of the importance of enriching intercultural awareness in ELT, topics and contents that are appropriate to the students, and learning activities that are appropriate to the students. Then, the results of students' and teachers' needs analyses will guide the development of English learning material in the 4th grade.

Data Analysis

The data was analyzed using explanatory sequential mixed methods, in which the qualitative data was used to explain the quantitative data results. Because the qualitative phase follows the quantitative phase, it is considered sequential.

This design is standard in fields with a quantitative orientation (hence the project starts with quantitative research), but it has drawbacks, such as identifying quantitative results to investigate different and unequal sample sizes for each study phase (Creswell, 2014).

RESULTS AND DISCUSSION

The finding answers this study's research questions: "1) Does infuse intercultural awareness is essential in ELT? 2) What are the most appropriate teaching materials, methods, and activities in ELT for 4th grade?". The summary of students' and teachers' need analysis that were collected through Google Form is presented in the following table:

Table 4.1| Students' need analysis:

No.	Students' Interest and Motivation in Learning English	Topic and Content that they are interested in	Learning Activities that they are preferred to
1.	Almost all the students (59 students, 83,1%) tried to speak and learn English. They also learned English to understand the books that are written in English. Moreover, there are 58 students (81,7%) learned English because they liked to listen to both English songs and conversation.	Almost all the students (65 students, 91,5%) wanted to know the Muslims' life in different countries. Moreover, also almost all the students (59 students, 83,1%) liked to talk about their country's uniqueness and wanted to know about different countries' uniqueness.	Most of the students (57 students, 80,2%) liked to have a conversation with their friends or other people. Moreover, there were 54 students (76,1%) who liked to watch an animation/a cartoon video to learn English. Meanwhile, only 53 students (74,6%) liked to watch a video to learn English.
2.	Most of the students were interested in learning English because they wanted to go abroad (57 students, 80,2%). Meanwhile, 56 students (78,9 %) learned English to prepare for the exam.	Most of the students (56 students, 78,9%) were happy to make new friends in different countries. Then, there are 51 students (71,8%) wanted to know about the typical holiday and celebrations in different countries.	There are 53 students (74,7%) who liked to play outside and in new places. They also liked to have a group projects. Moreover, 50 students (70,4) liked to use their phones/PC/laptops to learn. Meanwhile, only 41 students (57,7%) liked to make art and craft.

Meanwhile, only 49 students (69,1%) liked to try typical food in different countries.

Table 4.2| Teachers' need analysis:

No.	The importance of enriching intercultural awareness in ELT	Topic and Content that appropriate to the students	Learning Activities that appropriate to the students
1.	All teachers (13 teachers, 100%) believed that introducing various cultures from different countries to ELT is important. Moreover, Almost all teachers (12 teachers, 92,4%) assumed that enriching intercultural awareness is important in ELT.	All teachers (13 teachers, 100%) agreed that determining the topic "Let's Travel Around the World" in the introduction and greeting materials is interesting and applicable in ELT at elementary school.	All teachers (13 teachers, 100%) agreed to involve the students in learning activities. Moreover, most of them (12 teachers, 92,4%) teach the students by using games and direct communication.
2.	There are only five teachers (38,5) experienced in delivering cultural diversity in ELT. However, ten teachers (76,4) would like to introduce cultural diversity to ELT. Then, 11 teachers (84,6%) believed that they would get many advantages in delivering rather than disadvantages and challenges. There are only seven teachers (53,9%) who assumed that they would face some challenges in	Almost all teachers (12 teachers, 92,4%) assumed that cultural introduction could be started by introducing typical food from different countries. Then, there were ten teachers (76,9%) who also agreed to introduce Muslims' life in different countries. However, there are only eight students (61,6%) agreed to introduce a typical holiday in different countries and seven teachers (53,9%) agreed to introduce traditional celebrations in different countries.	Almost all teachers (11 teachers, 84,6%) gave the assessment based on English target skills. There are 11 teachers (84,6%) who liked to assess the students by giving the written test. Then, ten teachers (77%) preferred to give a project to assess the students. At the same time, only eight teachers (61,6%) liked to have an art and craft class in the ELT process to assess the students.

In the result above, it is clear that, in general, students' and teachers' responses are interrelated. Nevertheless, there are still some significant differences in their responses regarding the appropriate topic/content and learning activities. For instance, almost all the students were interested in discovering Muslims' life in different countries instead of trying typical food from different countries. Meanwhile, almost all teachers preferred to introduce typical food instead of Muslim life to enrich the students' intercultural awareness.

Hence, further analysis is needed to consider the difference insignificant or vice versa.

Below are the detailed findings divided into three parts: what are the students' and teachers' needs? An Appropriate 4th Grade Course Design; and Course Design Implementation and evaluation. The researchers presented the interrelation of students' and teachers' needs analysis of students' and teachers' needs. Then, the materials development and learning activities will be discussed in the second part based on analyzing the students' and teachers' needs. Moreover, the result of the course design implementation will be presented in the third part with its evaluation. Each part presented the result of the need analysis in the form of a diagram. Those are the orange diagram which belongs to the students' needs analysis, and the green diagram, which belongs to the teachers' needs analysis.

a. What are the students' and teachers' need?
1. The appropriate materials for the 4th graders

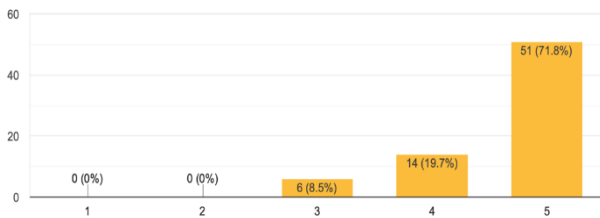


Figure 1.1| (Students' interest in learning Muslims' life in different countries)

The data above showed that almost all the students (51 students, 71,8% strongly agreed; 14 students, 19,7%) were willing to know the Muslims' life in different countries. Meanwhile, none of them were interested in learning about Muslims' life in different countries. Then, the rest of them chose neutral to this statement (6 students, 8.5%). It indicated that almost all the students were very interested to know about Muslims' life in different countries.

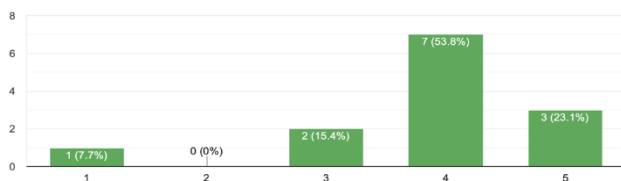


Figure 1.2| (Teacher's interest in introducing Muslims' life from different countries)

Meanwhile, introducing Muslims' life from a different country is supported by only ten teachers (7 teachers, 53,8% agreed; 3 teachers, 23,1% strongly agreed). Then, the rest of them tend to be neutral (2 teachers, 15,4%), and only a teacher (7,7%) strongly disagreed.

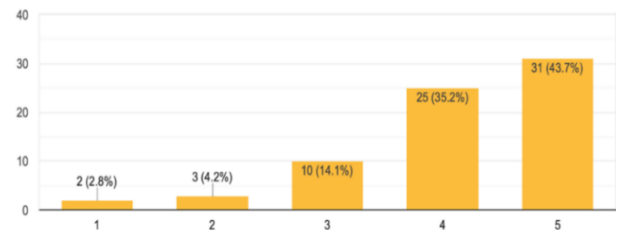


Figure 1.3| (Students' interest in making new friends from different countries)

The figure shows that most of the students were happy to make new friends in different countries (31 students, 43,7% strongly agreed; 25 students, 35,2% agreed). Meanwhile, only several students (2 students, 2,8% strongly disagreed; 3, 4,2% disagreed) did not get interested in making new friends in different countries. Then, the rest of them chose neutral (10 students, 14,1%). Based on the students' options, it implied that most of them were very interested in introducing themselves to other people and asking for other people's information.

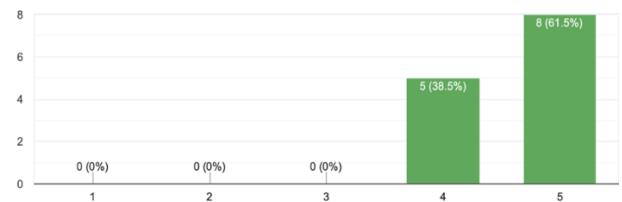


Figure 1.4| (Teachers' interest in teaching English by the topic 'Let's Travel around the World')

Meanwhile, all teachers agree (38,5% agree; 61,5% strongly agree) that the topic of "Let's Travel Around the World" is interesting and applicative for teaching elementary students. This topic is a part of introducing intercultural awareness to students and can accommodate the students' preferences in telling about their country's uniqueness, learning about other countries' uniqueness, and making new friends from different countries.

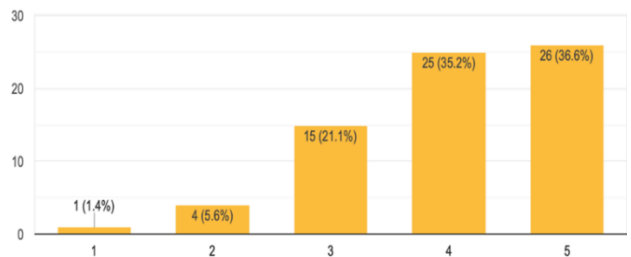


Figure 1.5| (Students' interest in learning holidays and celebrations from different countries)

On the other hand, there were 51 students (26 students, 36,6% strongly agreed; 25 students, 35,2% agreed) who were eager to know about the typical holidays and celebrations in different countries.

Meanwhile, only five students (1 student, 1,4% strongly disagreed; 4 students, 5,6% disagreed) seemed that they did not want to know about the typical holidays and celebrations in different countries. Then, the rest 15 students (21,1%) chose neutral.

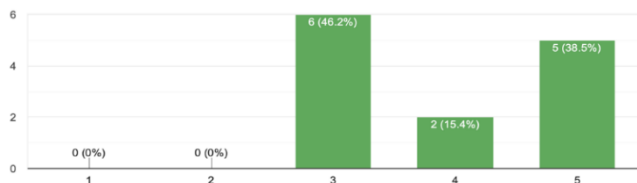


Figure 1.6| (Teachers' interest in introducing traditional celebrations from different countries)

Then, there are six teachers (46,2%) who tend to be neutral about the idea of introducing traditional celebrations in different countries. However, we could say that half of the teachers (2 teachers, 15,4% agreed; 5 teachers, 38,5% strongly agreed) assumed that this topic is interesting to introduce various cultures from different countries.

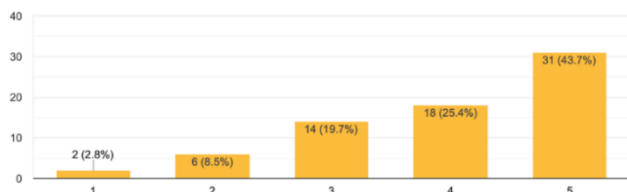


Figure 1.7| (Students' interest in tasting typical food from different countries)

In addition, there were 49 students (31 students, 43,7% strongly agreed; 18 students, 25,4%) who liked to taste typical food from different countries. Meanwhile, there were only eight students (2 students, 2,8% strongly disagreed; 6 students, 8,5% disagreed) who seemed that they not really interested in tasting typical food from different countries. Then, 14 students (19,7%) tend to be neutral in this case.

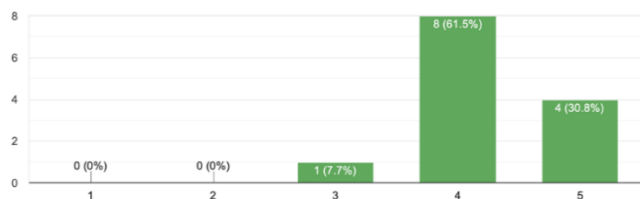


Figure 1.8| (Teachers' preference to introduce traditional food from different countries)

Different from the students' response, almost all teachers (4 teachers, 30,8% strongly agreed; 8 teachers, 61,5% agreed) preferred to introduce traditional food from different countries as a cultural introduction. Meanwhile, there only a teacher (7,7%) chose neutral. It meant that traditional food could be a good and interesting topic to enrich intercultural awareness in the English teaching and

learning process.

2. Classroom Learning Activities

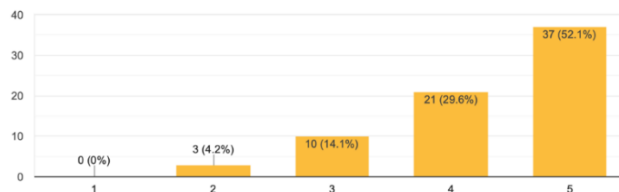


Figure 2.1| (Students' interest in listening English songs or conversations)

From the figure above, there are 37 students (52.1%) who strongly agreed, and 21 students (29,6%) a liked to listen to English songs or conversations. While 10 students (14,1%) chose neutral and 3 students (4,2%) disagreed with the statement. It can be stated that almost all the students liked to listen to both English songs and conversation.

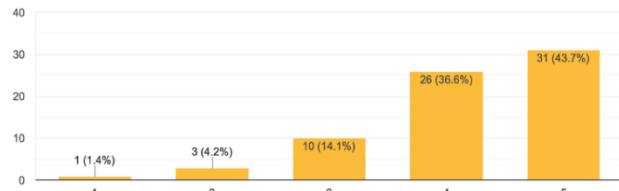


Figure 2.2| (Students' willingness to go to abroad)

In addition, the figure above shows that most of the students (31 students, 43,7% strongly agreed; 26 students, 36,6% agreed) agreed with the statement that they learned English because they wanted to go abroad. Yet, ten students (14,1%) chose neutral while the rest (3 students, 4,2%) disagreed, and one student (1,4%) strongly disagreed. This data is related to the topic "Let's travel around the world," where the students will have a simulation to travel to some different countries.

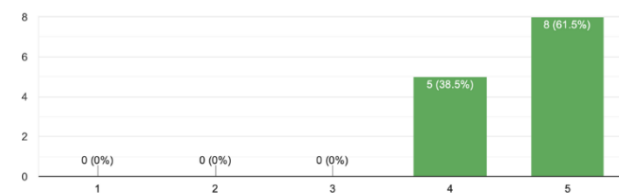


Figure 2.3| (Teachers' preference to involve the students in learning activities)

Furthermore, almost all the teachers strongly agreed that students were more interested to learn English if they were involved in every learning activity (8 teachers (61.5%)). Thus, five teachers (38.5%) chose to agree.

Thus, regarding this statement, the teachers should make learning activities that can involve all the students. Some activities that can involve the students are having outside classroom activities and playing the game.

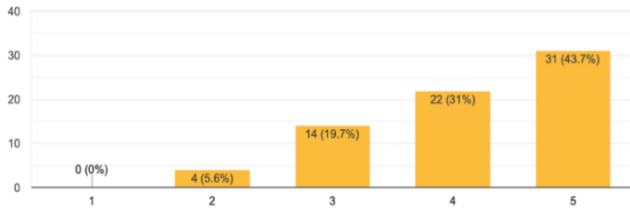


Figure 2.4| (Students' preference to work in group rather than individually)

There were 53 students (31 students, 43,7% strongly agreed; 22 students, 31% agreed) who liked to do a project group. Then, only four students (5,6% disagreed) did not like to do a project group. Meanwhile, 14 students (19,7%) tend to be neutral. The project group implied that they could have collaborative learning in the classroom.

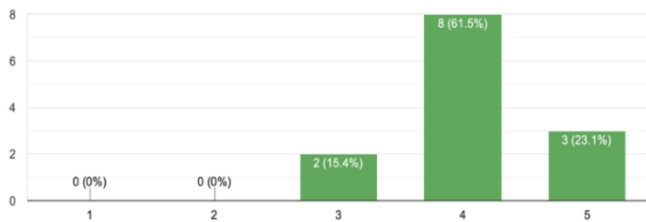


Figure 2.5| (Teachers' belief that introducing cultural diversity make the students excited to speak English)

Based on the figure above, all teachers (3 teachers, 23.1% strongly agreed; 8 teachers, 61.5% agreed; 15.4% neutral) believed that introducing cultural diversity in English learning made students excited about speaking English. This statement is related to the students' preference to have a group project or work in pairs project so that the students can interact and collaborate with each other.

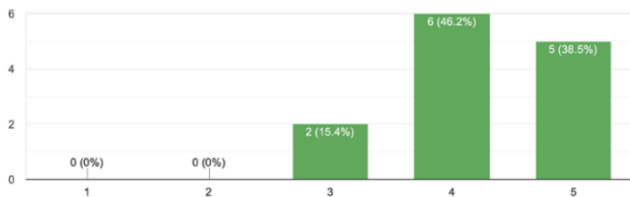


Figure 2.6| (Teachers' belief that introducing cultural diversity make the students enthusiastic to learn English)

In the figure above, there are 11 teachers (5 teachers, 38.5% strongly agreed; 6 teachers, 46.2% agreed) who believe that the introduction of cultural diversity during the English learning process makes students enthusiastic about learning English. Meanwhile, two teachers (15.4%) were neutral about the idea. This implied that one of many strategies to enhance students' enthusiasm for learning English is by introducing cultural diversity.

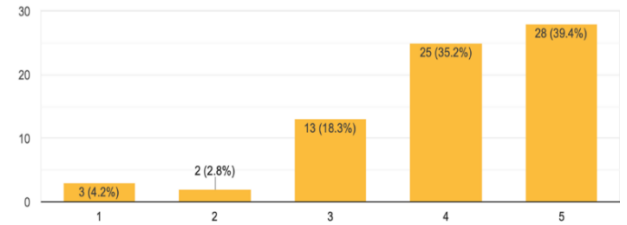


Figure 2| (Students' interest to study by watching video)

Meanwhile, there were 53 students (28 students, 39,4% strongly agreed; 25 students, 35,2% agreed) who liked to watch a video to study. Only five students (3 students, 4,2% strongly disagreed; 2 students, 2,8% disagreed) did not like to study by watching a video. Then, 13 students (18,3%) seemed to be neutral. It indicated that a video could be a learning medium for the students.

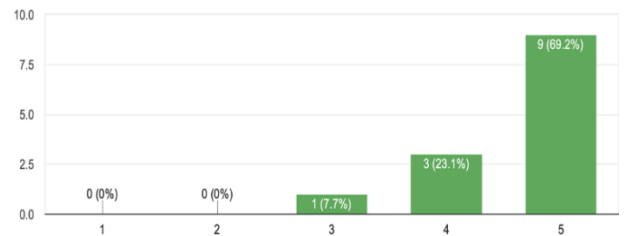


Figure 2.8| (Teachers' agreement to teach English through games)

In addition, almost all the teachers strongly agreed that students were more interested to learn English through games (9 teachers (69.2%). In line with them, three teachers (23.1%) agreed. At the same time, only a teacher (7.7%) chose to be neutral. This statement is related to the students' interest in outside learning activities. The teachers can have a game outside the classroom.

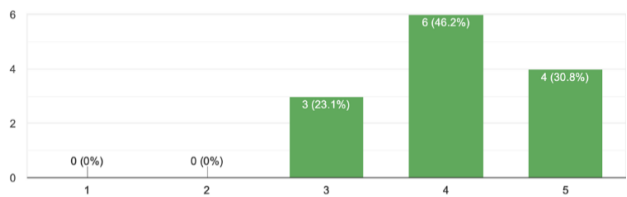


Figure 2.9| (Teachers' agreement to give an assessment in the form of project)

Based on the figure above, ten teachers (4 teachers, 30,8% strongly agreed; 6 teachers, 46,2% agreed) were happy to give an assessment in the form of the project after introducing cultural diversity during the English learning process. Three teachers (23,1%) chose neutral. This statement is related to the students' interest in having a project group in the learning process. The teachers can give the students an assessment in the form of a project

group.

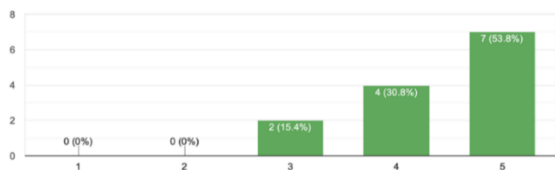


Figure 2.10 | (Teachers' agreement to give the assessment based on the target skills in learning English)

Meanwhile, there are 11 teachers (7 teachers, 53.8% strongly agreed; 4 teachers, 30.8% agreed) who gave an assessment based on the target skills in learning English. Only two teachers (15,4%) chose neutral. It indicated that the teachers might give various assessments based on the target skills. They may give project assessments, test or non-test forms, and many more.

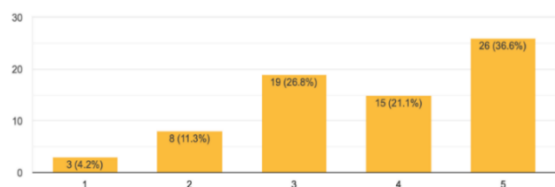


Figure 2.11 | (Students' preference to make art and craft in learning English)

Based on the figure above, 41 students (26 students, 36,6% strongly agreed; 15 students, 21,1% agreed) liked to make art and craft. Only 11 students (3 students, 4,2% strongly disagreed; 8 students, 11,3% disagreed) did not get interested in making art and craft. Meanwhile, the rest of the 19 students (26,8%) chose neutral. However, still, 57,7% of students liked to make art and craft, and it indicated that art and craft could be one of the classroom learning activities.

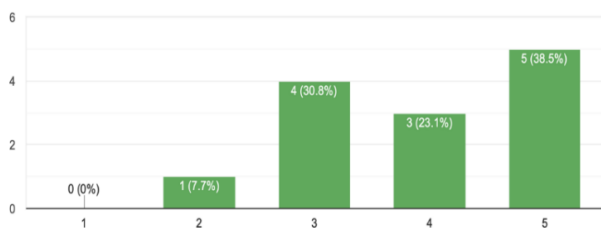


Figure 2.12 | (Teachers' agreement to do art and craft in teaching English)

The figure above shows that most of the teachers agreed that they liked to do art and craft in learning the English process (5 teachers (38.5%) strongly agreed, and three teachers (23.1%) agreed). At the same time, four teachers (30.8%) chose neutral, and the rest (a teacher (7.7%) disagreed). In brief, 61.6% of teachers liked to do art and craft in the English learning process.

There is only a 0,26% difference between students' and teachers' responses regarding the art and craft as one of the English classroom activities.

b. An Appropriate 4th Grade Course Design

Based on the students' and teachers' needs analysis, we found that students have curiosity about Muslim life in another country. Therefore, we can input information about Muslim life in another country into our teaching. This will help the student to improve their intercultural awareness. They will learn how a Muslim community lives in other countries, like where they pray, live, eat, etc. The teacher supports this idea. Most agree that introducing Muslim life in another country will improve their intercultural awareness. Almost all teachers believe that "Let's Travel Around the World" is an exciting topic and applicable for the student to learn about the introduction. Students are also enthusiastic about learning English to make new friends abroad. The student wishes to know more about other countries' cultures, such as food, national celebrations, and the country's uniqueness. Students also want to introduce their country when they go abroad. The teachers also have the same idea that introducing other country cultures, such as food, national celebration, and the country's uniqueness, will make the classroom more fun and make students more enthusiastic about learning the language. From those analyses, we believe we need to deliver the teaching to be more authentic or make it as accurate as possible. This will give students more information about other countries and help them to enrich their intercultural awareness.

Meanwhile, the teachers believe that the topic of a different culture can make students more enthusiastic and motivated to learn English since almost all students want to go abroad. Students prefer classroom activities like conversations between classroom friends for learning activities. It seems they wish to improve their speaking skill and share their idea about the country's culture they just learned. Students wish to have a session to watch a video, especially animation, that mainly talks about other countries' cultures. They also love to listen to English conversations. The teacher also agrees that giving a video animation will make students happy to learn English, especially about culture in different countries which is new to them. The students prefer to have a group project. Most students love to make a handcraft or art. We can make this a group project. If possible, almost all students would love to have learned outside the classroom. The teachers also suggest assessing students based on the target skill and in a group project where they can produce a product based on the presented topic. They also suggested making a game between learning activities that still relate to the topic. This game can make students more active in the classroom. We need to deliver this topic as authentic and interactive as possible so the student can feel so much fun while learning.

Further, the researchers determined that the materials differed from the teachers' needs. At the same time, the learning activities were dominantly on students' needs.

The researchers introduced typical food and traditional celebrations for the learning materials to infuse students' intercultural awareness. There are approximately 30 target vocabularies for typical food and traditional celebrations. Moreover, there are 12 target structures for introducing typical food and traditional celebrations.

In addition, for classroom activities, the students will have collaborative learning where they can converse with their friends. They will also watch an animation video as one of their learning sources. Moreover, the students will have a simulation of visiting new places to discover various cultures. Then, they will have a project task as their classroom assessment. Those sequences of activities are related to the three particular behavior of teaching intercultural to young learners. First, when teaching intercultural, the use of contextual clues, such as gestures, facial expressions, and the use of visual props to facilitate comprehension and meaning is essential. Second, the teachers need to provide the provision of purposeful hands-on learning experiences for students. Third, the teachers have to use linguistic modification in spoken interaction to make the target language more comprehensible for students (Sabilah, 2019; Zeynep Özişik et al., 2019b)

Table 4.3| The Details of Target Vocabularies and Structures

Materials	Target Vocabularies	Target Structures
Typical food	General vocabularies: chicken, bread, sausages, beans, chicken, noodles, potato, mineral water, milk, orange juice, apple, banana, egg, fish, and meat.	What is your typical food? My country's typical food is/are Do you like it? Yes, I do No, I don't Is that yummy? Yes, it is. No, it isn't
	Indonesia: rice, pecel, and rendang	
	France: baguette, cassoulet, chocolate soufflé Italy: pizza, lasagna	
	America: hot dogs, apple pie, burger Spain: paella, tortilla de patata	
Traditional celebrations	General vocabularies: celebration, traditional, costume, event, festival, lanterns, turkey, cook, prayer	What is the traditional celebration in your country? What is the most popular festival in your country? Very interesting! That's amazing! Do you attend the festival? The most popular festival in my country is My country always celebrates
	Indonesia: Eid al Fitr	
	France: Nice Carnival Italy: Festa della Rificolana America: Thanksgiving	
	Spain: Carnival	

c. Course Design Implementation and Evaluation

The English materials are implemented by the researchers in the chosen elementary school. Therefore, the implementation is not only for the students but also for the teachers. Based on the implementation results, some important points must be considered when designing and developing materials. In this part, there will be two kinds of explanations based on the results of students' and teachers' feedback.

Due to the final examination in the chosen elementary school, the researchers could not be able to involve the whole students in that school. Thus, there were only eight students participated in watching the video. Nevertheless, the students were enthusiastic when watching the video and very conducive. After watching the video, they consecutively gave feedback on some points such as language, content appropriateness, the attractiveness of the materials, recording quality, and practicality. From the language level, One out of eight students said that the language was easy, and the rest said that it was medium. They might find it difficult to understand word by word, but they understand the whole sentence to get a general understanding.

Moreover, the students quickly understood the instructions or questions. This is related to Irwandi et al. (2018); Syafrizal & Haerudin (2018) explained that in practice, students usually could not understand the language due to their limited vocabulary. Vocabulary is a system of words and a language component. Thus, at least students can understand the word contextually in meaning and the word used to understand the whole sentence. Vocabulary learning in context is crucial for the EFL student learning process. Therefore, the teacher should be able to deliver the teaching material about vocabulary in an easy way. Then, for the content appropriateness, they assumed that the materials in the video related to the introduction unit they had learned. In this video, they were not only learning about the introduction but also how to ask and answer questions about typical food and traditional festival from other countries. Giving them other aspects about introduction, such as typical food and traditional festival, are some ways to integrate intercultural awareness with the English materials. Sabilah (2019) revealed that intercultural is the ability to interact with people from other cultures in one's language. It also requires the students to increase relevant knowledge and skills regarding the target language and culture and their cultural awareness. They must also be reflective and transferable among different languages and cultures.

The idea of teaching English with intercultural Content is essential. Ismailov (2021); Burikova (2020) explained that to develop student awareness, students must first understand the intercultural communication process. Then, the student must learn about foreign cultural environments, standards, traditions, and customs. With this, the student can realize that different values from other cultures are different from theirs.

The individual tasks were also interesting for them; they were asked to make a short video and passport using art and craft. [Azhima \(2019\)](#); [Vajak et al. \(2021\)](#) stated that art and craft could bring enjoyment to the student learning process. Art and craft can also improve student creativity, physical ability, motor skills, and teamwork. Doing this activity will develop students' intelligence and cognitive skill.

Furthermore, six students said the video was lovely because they learned something new about other cultures, and the material met their expectations. The teachers were very expressive in the video. What they have said has fulfilled one of three particular behaviors in teaching intercultural: using gestures, facial expressions, and visual props to facilitate comprehension and meaning ([Sabilah, 2019](#)). They also liked the pictures of the typical food, inspiring them to try making the food with their family. However, only two students said the video was not attractive because the duration was too long. In some parts of the video, they expected to watch a real video of traveling worldwide. [Widodo & Dewi \(2018\)](#) explained that it is natural for a young learner to get bored and lost focus in the middle of the class. Some reasons are that the students could not understand the inappropriate materials or the teachers' monotonous explanation. This kind of problem is a challenge for the teachers. To avoid this problem, the teacher should be more creative in creating engaging material ([Cuccurullo, 2019](#)). The teacher should provide various activities that involve the student. The last is that the teacher should make a material that will raise students' curiosity.

Additionally, regarding the recording and video quality, the students found different qualities among the people in the video. In some scenes, the video and recording quality are excellent, but the other videos and recordings are not. However, the overall quality is apparent to them. Equally important, the level of the material's practicality in the implementation is medium because the materials are not only the introduction but also other aspects such as the typical food and traditional festival. The student feels the video is interesting for them because the introduction topic is in an international context, not only in the Indonesian context. This kind of material can expand their knowledge about the culture. [Phongsirikul \(2019\)](#) said that intercultural awareness is an essential skill for students in this 21st century. With intercultural awareness, students can be successful in communication or as intercultural speakers aware of people with various cultural backgrounds. Hence, the students are expected to have language and intercultural awareness skills to adapt to any type of communication in a multicultural environment.

From the teachers' perspective, after watching the video, the teachers categorize the language level of that video as medium level. It is because there are some words that students cannot understand. Because this is in the form of a video, the students cannot ask about the meaning. However, the student can understand the whole sentence and get the general meaning. Regarding the quality of the video, the teachers said it is excellent.

Nevertheless, it needs some improvement in some parts of the scene traveling worldwide with Ms. Nabila, which should have the same video quality. The other part that needs improvement is that some pronunciation should be more precise. For practicality, the video duration is too long to be displayed in the class because the student might get bored. The teachers suggested shortening the video by only putting the exciting and fun parts only in the video. In the animation part, the teacher suggested changing the text conversation to spoken conversation as the stimulus. Text-based video may not attract some students, especially if the text transition is too fast. Therefore, the student may struggle to read the text. However, the teachers agree that the video is valuable and appropriate for elementary students. The video provided good material to increase student knowledge about international and not only in Indonesia. The teacher's comment about the material is in line with [Gashi's \(2021\)](#); [Gürsoy & Özcan \(2022\)](#) idea that developing student intercultural awareness by teaching various points of view from different people and nations will make students consider themselves a part of this big world. This idea is also supported by ([Hazaea, 2020](#); [Samsudin et al., 2021](#)) that students who learn English as a foreign language must not only learn the language but also about the culture. Because the language and culture cannot be separated, the student is expected to communicate with people from various cultural backgrounds.

For the suggestion, the video duration should be short, around 8-10 minutes, and 15 minutes maximum. The video quality should be equal, and the actor should pay more attention to their pronunciation and language use. The individual task should be displayed longer to make students easier to understand the task. It will be a great help for students if the video maker provides a short video about how their task should be done. The last suggestion is that the video maker should provide a link or QR code in the video so the student can access the quiz. In this way, the video content can be more effective.

The tryout is to prove that Intercultural awareness is about understanding other cultures. [Miftakh \(2017\)](#); [Alhasnawi \(2022\)](#) revealed that intercultural English teaching and learning gives young learners more opportunities to be more active and critical of other languages and cultures while improving their English skills. As a result, students' English skills improve as they better understand other cultures. This is also improved how the English course designed to infuse intercultural awareness in English material for Islamic Elementary School students. Moreover, the results of this study are expected to show the use of infusing intercultural awareness in English materials, especially for Islamic Elementary School students.

CONCLUSION

Infusing intercultural awareness into ELT gained some benefits of increasing knowledge about cultural diversity by using English. They will learn English and the language cultures and other cultures.

Speaking and listening, the students learned new vocabulary and how to use it in a sentence. They also learn some simple expressions that are usually used in general conversation. Moreover, they might have experiences in asking for and giving pieces of information related to the cultural diversities in the world.

Developing English materials based on the learners' and teachers' needs could enhance the quality of the teaching and learning process, whether inside or outside the classroom. From the teachers' perspective, the appropriate English materials and activities influence students' understanding of English usage. The students will also have their individual English learning awareness outside the classroom. For instance, this study developed the "Introduction and Greeting Unit" into "Typical food and Traditional Festival" as a tool for intercultural awareness under the theme "Let's Travel Around the World." As a result, the students will learn how to introduce themselves and greet people and ask for and give information about the people's country culture. In the classroom, the teachers may limit the students to some countries' cultures, but outside the classroom, they may want to discover more about other countries cultures. Meanwhile, from students' perspective, they are highly motivated to learn English if they get appropriate learning materials and activities.

However, still, there are some challenges in developing English materials based on the students' and teachers' needs, especially in preparing a proper course design. Furthermore, it is challenging for the teachers as they need to conduct the materials after generalizing students' and teachers' needs analyses. In the meantime, challenges in teaching and learning activities were derived from students with limited English vocabulary and the teachers' knowledge limitations on teaching strategies. These limitations should be gradually eliminated after the teachers get intensive training in teaching and developing English materials. Further, the future researchers should develop English materials in modules, textbooks, or workbooks. So that the research will not only stop in the need analysis phase but will continue into the research and development phases.

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New Challenges to the implementation of Active learning Methods at Secondary schools in Kambata Tambaro zone, Ethiopia

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The main objective of this study was to find out key factors which affect implementation of active learning methods at secondary schools in Kambata Tembaro zone, Ethiopia. The study was done on the bases of a descriptive survey design. Data sources for the study were 37 English language teachers. Questionnaire and focus group discussion were employed as data collecting tools. Both quantitative and qualitative techniques of data analysis were implemented. Thus, data collected through questionnaire were analyzed using SPSS and data gathered via group discussion were thematically analyzed. Findings of the study revealed that lack of motivation and interest among teachers to fully accomplish their role in teaching, students' preference of illegal migration than attending school and unsuitable conditions in and around the classroom were the most challenging factors which affected implementation of active learning methods in the schools. It is recommended by the researchers that the government of Ethiopia should take immediate action to facilitate basic needs for the teachers. None Government and Government offices in the zone should work in collaboration to create awareness to the students and their parents on the bad effect of illegal migration. Students, parents, teachers and school administrators at woreda and zone level should deal together to help students achieve their objective of learning by improving the teaching learning habit in the zone.

Keywords: new challenges, key factors, active learning, teachers' practice

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INTRODUCTION

Nowadays, there is a strong need among people in Ethiopia to master basic knowledge and skills of English language. This is because the language has a growing role and popularity as a means of communications to actively participate in social, economic, cultural and political affairs at national as well as global level. As Ethiopia is a developing country, the language plays a significant role to facilitate the country's success in diplomacy, business, development, international relations, collaboration, technology and modernization. As a result, currently many governmental and private institutions are using English as a medium of their internal and external communications. For example, in all universities (both public & private) and different research centers, English is used as a medium of publication and communications. Likewise, it is the medium of written communications next to Amharic in insurance companies, banks, telecommunications, Ethiopian Airlines and private real estates (Birhanu, 2013; Ayele, 2017). Regarding the introduction of English language in Ethiopian educational system, it has a long history. Regarding the introduction of English language in Ethiopian educational system, it has a long history.

Various sources indicate that Ethiopia started using English language for educational purpose from the period when modern education started in the country. The language has been being used in a varying level of usage from 1908 to present.

Following the establishment of the new Education and training policy of Ethiopia in 1994, English is taught as a subject from grade one onwards and it is a medium of instruction from primary school in some regions and from secondary school in other regions up to tertiary levels. Therefore, students at all levels of education in Ethiopia need to have a good command of the language to be able to pursue their studies and be effective in areas where the use of English language is highly demanded. Furthermore, after completing their studies in higher education institutions, students are required to have effective oral and written communication skills in English to have a wider access to employment in different fields requiring employees to possess a high level of language proficiency across any modern economy. Students are also required to have cultural as well as practical knowledge to be effective in communication which involves more than mere knowledge of grammar and vocabulary to meet different situations in their life of career (MoE, 2009, 2013; Eba, 2013, 2014).

Despite the fact that English language is used as a medium of instruction and that there is a strong demand for its use and expansion in Ethiopia, it is strongly argued that students' proficiency in both oral and written skills of the language in the country is always questionable. Teachers, researchers and employers, who are concerned with the use of English language at different positions, are always noticed blaming students at all level of education and university graduates in Ethiopia for their inadequate English language ability. Research findings by different scholars in area concluded that students' level of performance in using English language for communicative purpose in high schools, colleges and universities in Ethiopia is below the level expected of them. (Tadesse & Daniel, 2016; Mulatu & Bezabih, 2018).

Moreover, it is revealed that about two-thirds of high school and university students in Ethiopia suffer from moderate up to high levels of overall English classroom anxiety. Firew (2008), confirmed that 65.9% of secondary school students had displayed moderate to high level of English language anxiety. Study done by Gerencheal (2016) also assured that 64.1% of third-year English major students in Ethiopian university were found anxious of speaking English in the classroom. Therefore it can be clearly understood that most students at high school and university level have low English proficiency levels because foreign language anxiety has a negative correlation with language achievement including proficiency (Yewulsew., M. (2020)).

The question, "why are the students not effective in learning English language in Ethiopia"? Leads us to another question: that is, how do they learn the language? To begin with the later, it is obvious that in most parts of Ethiopia including Kambata Tembaro zone, learning of English language is entirely limited to the classroom contexts. Students solely acquire the knowledge and skills of the language from classroom because they have few opportunities to practice it outside the classroom.

As far as learning is concerned, Eba (2013) outlines three major factors up on which success or failure in learning depends. These are the teacher, the learner and the curriculum. That means, it is the teachers who deliverers English language curriculum at classroom level by making use of different methods and approaches. Among teaching approaches applied in the language curriculum, active learning has got more attention by the language teaching policy and thus currently it is a dominant method in all levels of education in Ethiopia (MoE 2002; Birhanu, 2012).

Literature presents plenty of sources that approve the effectiveness of active learning approach on students' achievement in learning English. As Freeman et al. (2014), state that active learning method is important to create assessment opportunities, foster skill development, encourage creativity and increase motivation. The authors also suggested three core benefits active learning in teaching English. These are:- helping students develop the knowledge and skills that they are expected to acquire in a given course, encouraging students' participation and providing ease to learn and inviting involvement among all students and providing opportunities for feedback and reflection. According to Harris and Bacon (2019), effective implementation of active learning in English language classes creates better learning outcomes for students.

The approach builds both knowledge and understanding which students can apply to new contexts and problems. This understanding and problem-solving approach is attractive to employers and universities. As Cambridge assessment of international education (2019), active learning fosters students' learning and their autonomy, giving them greater involvement and control over their learning and giving them skills of life-long learning. This will also allow learners to develop their metacognitive thinking. David and Colleen (2013) in USA found that students in active learning class in the standardized test over performed their counterparts in traditional class of learning language. The average gain scores of active learners were significantly higher than traditional learners. Also, active learners exhibited less variability in their gains in academic performance than traditional learners. According to Bonwell and Eison (1991), active learning provides the following benefits: students are more involved than passive listening; students are engaged in activities such as reading, discussing, and writing; student motivation is increased; students can receive immediate feedback; and students may engage in higher order thinking, such as analysis, synthesis, and evaluation. Furthermore, Kitaw (2017) found out that the practice of active learning methodologies by teachers have improved the teaching-learning process and were found to be effective techniques in improving students' learning. The studies clearly indicated the positive influences of active learning approaches to teaching on academic performance, attitudes toward learning, and persistence in programs. Michel et al. (2009) also approved that active learning on students' satisfaction with language courses has superior results to traditional methods. It was also emphasized by Kheladi (2021) that good culture of learning is promoted by active learning and thus teachers and students need to involve themselves in the strategy.

In order to have a positive effect on students' learning, educators must effectively apply the principles of active learning to the practical setting of the classroom. But evidences in the literature indicate that effective implementation of active learning in Ethiopia is under a question. [Birhanu \(2013\)](#) conducted a research on teachers' knowledge, perception and practice of active learning in primary school in Tigray region and from the findings he concluded that teachers did not know what active learning really is and they did not properly practice it during classroom instructions. However, it was found that teachers seem to have a positive attitude towards active learning. He argues that teachers lack the necessary skills for implementing active learning methodology was a major factor. Teachers' perceptions and practices of active learning is also investigated by [\(Aschalew, 2012\)](#) in Haramaya University, and the finding revealed that teachers have positive perception towards active learning. But the teachers' practice of implementing it was not satisfactory. As the study finding, instructors' tendency toward the traditional/lecture method, lack of students' interest, shortage of time, lack of instructional material and large class size were among the major factors affecting the effective implementation of active learning. [Mebratu & Woldemariam \(2017\)](#) also conducted research on the effects of teachers' Perceptions on the implementations of active learning in EFL classroom and their finding revealed that teachers' and students' belief and perception were the major factors that affected the implementation of active learning. Moreover, [Surafel \(2002\)](#) revealed that large class size, inadequate background knowledge of the students, scarcity of textbooks, absence or lack of supplementary materials were some common problems English language teachers face during their attempt to implement active learning methods. According to Amenu, (2005), the old method of focusing on lecture, chalkboard, and textbook skill hindered most of teachers not to implement active learning. Likewise, [Ayele \(2017\)](#) conducted a study on teachers' challenges and practices in implementing active learning strategies and come up with findings revealing that the classroom practices of teachers in implementing active learning strategies were not satisfactory. As him, even in limited attempt of the teachers to implement the strategy, the only technique most of them frequently used was grouping students to solve various problems. [Aschalew \(2012\)](#), also conducted a case study and the finding revealed that large class size, shortage of instructional material, lack of skills in selecting a variety of methods and lack of awareness on what active learning among teachers were the major factors that affect the implementation of active learning. On top of that, [Birhanu \(2010\)](#) in his study on implementation of active learning methods concluded that: "Although active learning is emphasized in Ethiopian education policy, traditional lecture method dominates most classrooms". Other many more studies confirmed that active learning is not being implemented effectively in primary and secondary schools as well as colleges and universities in Ethiopia.

Studies that have been conducted by different researchers in Ethiopia and scholars (abroad) identified problems English language teachers face to practice active learning strategies. For instance, students' discipline in the classroom and their preference of grammar and exam practice were some of the major challenges which were listed by [Vodovozov and Petlenkov \(2021\)](#) and [Nolasco & Arthur \(1986\)](#) indicates large class size,

lack of supplementary materials, lack of confidence, to teach in the traditional fashion were factors which were indicated by [Wright \(2000\)](#) as some of the common factors that influence the implementation of active learning methods.

The aforementioned studies clearly showed that implementation of active learning is affected by various factors and the findings were more or less disseminated to the concerned bodies in one or the other ways. However, no improvement was observed on the students' achievement the area where the study was conducted. This might be due to the reason that the studies did not directly address the major factors. So that the current study was intended to fill the gap by using different approach to deeply investigate the real factors which affect the proper implementation of active learning at secondary schools in Kambata Tembaro zone.

METHODS

The main purpose of this study was to explore major factors which affect implementation of active learning in secondary schools in Kambata Tembaro zone. In order to achieve this objective, a descriptive survey design in a mixed approach was employed. As stated by [Manjunatha \(2019\)](#), descriptive survey enables the researcher to describe the current status of the issue under investigation. [Siedlecki \(2020\)](#) also states, descriptive survey method is more appropriate to collect adequate information from large numbers of people about their behaviors, attitudes, and opinions by describing what people say, think and do. The method is used to obtain information concerning the current status of the phenomena and to describe "what exists" with respect to variables or conditions in a situation by providing answers to the questions who, what, when, where, and how associated with a particular research problem.

Data for the study were collected teachers teaching grade nine English language in five randomly selected secondary schools in Kambata Tembaro zone. There were eight woredas in the zone. Five woredas were randomly selected for the study. One secondary school from each selected woreda was randomly taken and all (100%) of teachers who were teaching grade nine English language in the schools (N= 37) were incorporated by using comprehensive sampling technique.

In this study, both qualitative and quantitative data collecting tools were employed by the researchers to gather quality and valid data from the participants. To this end, data for the study were collected via questionnaire and focus group discussion. The researchers employed a close ended questioner which had 3 parts. The first part, which had 9 items was used to assess the factors which relate to the teachers, the second part consisted of 6 statements which were used to gather information regarding factors which relate the students and the third part which consisted of 5 items was used to collect data on the factors which relate to the school environment. The questionnaire was slightly adapted from [Mulatu and Bezabih \(2018\)](#).

Particular procedures were followed by the researchers to collect the data from the aforementioned participants. First, the researchers obtained consent from all concerned bodies. Then the actual process of collecting the data was started by administering a questionnaire to all (37) teachers. The questionnaire had three parts which were designed to explore the factors which affect implementation of active learning in teaching English language. Finally, a focus group discussion was held between six participants (teachers) using a semi structured discussion guide consisting of main and probing statements. The participants in focus group discussion were randomly taken from two schools. The data gathered from the teachers were analyzed based on the type of instruments employed to collect the data. Therefore, data gathered through questionnaire, which was close ended, were quantitatively analyzed by using Statistical Package for Social Science (SPSS) version 24 to calculate frequency, percentage and mean values of the responses. That is, the collected data were first fed to computer and tabulated. Then frequency, percentage and mean values of the teachers' responses were calculated. Finally the data were analyzed by comparing the mean values. Whereas, data gathered through focus group discussion were qualitatively analyzed through narrations.

RESULTS AND DISCUSSION

In this section, data collected via questionnaire and focus group discussion were analyzed, interpreted and the findings on the major factors which affect proper implementation of active learning methods in secondary schools in Kambata Tembaro zone are briefly presented.

What are the major factors which affect the proper implementation of active learning secondary schools in Kambata Tembaro zone?

To find valid answer for this research question, data collected from the participants via questionnaire were presented first in three sections as "teachers, students and school environment related factor". The findings are also supported by data collected through group discussion.

Teachers Related Challenges

To assess the challenges which directly relate to the teachers' knowledge, skill and attitude and affect implementation of active learning, a questionnaire consisting of nine statements were employed in [Table 1](#) below and the teachers' reaction to statements are presented as follows. The analysis is presented by going from statements with large mean values to those with small mean values to give emphasis to the severity of the challenges. To this end, item 5 in [Table 1](#) below says, "Lack of teacher maturity (professional) makes implementation of active learning more difficult". In response to this, 29(78.4%) of the teachers responded "strongly agree" with a mean value 4.70. This clearly tells us that most of the teachers believe that teachers' professional maturity affects implementation of active learning.

Item 8 in the same Table says, "Active learning does not fit into the established academic culture". This was answered "strongly agree" by 28(75.7%) with mean value 4.52. From this evidence it is fair to conclude that nature of active learning is a challenge for the teachers to implement the approach in their case. Item 6, says, "In active learning classes, it is difficult to manage the classroom discipline", 12(32.4%) of the teachers responded "agree" and 22(59.5%) of them responded "strongly agree" with mean value 4.41. This shows that classroom discipline was a challenge to implement active learning in the classroom. Likewise, item nine, which says, "In my classroom some students are dominating others during group activities", was responded "agree" by 10(27%) of the teachers and "strongly agree" by 13(35%) with mean value 3.51. Thus from this, some students dominating the class was a challenge to implement active learning. This shows us that the teachers are not skilled enough to manage the class in active learning approaches. Moreover, item 7 "Active learning takes too much class time and the coverage of content will suffer" was reacted as "agree" by 11(29.7%) of the teachers and "strongly agree" by 10(27%) of them with mean value 3.41 which implies that time management was a challenge to implement active learning in the schools where the study was conducted.

On the other hand, items 2 and 3, which say, "I have received training on how to implement active learning" and "I am clear with the implementation of active learning strategies" respectively, were responded "disagree" by 28(75.7%) with mean value 1.70 and 23(62.2%) with mean value 1.84 respectively. That means, most of the respondents disagreed with both statements. Therefore, it is fair to conclude that most of the teacher are not trained how to implement active learning and thus they are not clear with its implementation. 11(29.7%) teachers responded "undecided" and 16(43.2%) of them responded between "disagree" and "strongly disagree" for item 4, which says "Teaching with active learning techniques is safe to evaluate students". Hence, from the teachers' reaction to the item, we can say that evaluating students in active learning classrooms was a challenge to them. The statement, "Active learning is not suitable method to apply" which was item 1 in [Table 1](#), was responded "strongly agree" by 18(48.6%) of the teachers and "disagree" by 9(24.3%) of them. Thus, most of the teachers think that active learning is a suitable method to apply.

Table 1 Teachers related factors

No.	Items	1		2		3		4		5		Mean
		F	%	F	%	F	%	F	%	F	%	
1	Active learning is not suitable method to apply	18	48.6	9	24.3	3	8.1	3	8.1	4	10.8	2.08
2	I have received training on how to implement active learning	28	75.7	3	8.1	0	0	1	2.7	5	13.5	1.70
3	I am clear with the implementation of active learning strategies	23	62.2	6	16.2	3	8.1	1	2.7	4	10.8	1.84
4	Teaching with active learning techniques is safe to evaluate students	8	21.6	8	21.6	11	29.7	6	16.2	4	10.8	2.73
5	Lack of teacher maturity (professional) makes implementation of active learning teaching more difficult	1	2.7	0	0	0	0	7	18.9	29	78.4	4.70
6	In active learning classes, it is difficult to manage the classroom discipline	2	5.4	1	2.7	0	0	12	32.4	22	59.5	4.41
7	Active learning takes too much class time and the coverage of content will suffer	5	13.5	6	16.2	5	13.5	11	29.7	10	27.0	3.41
8	Active learning does not fit into the established academic culture	2	5.4	1	2.7	1	2.7	5	13.5	28	75.7	4.51
9	In my classroom some students are dominating others during group activities.	7	18.9	3	8.1	4	10.8	10	27.0	13	35.1	3.51

Key (1) Strongly disagree, (2) Disagree, (3) neutral, (4) Agree (5) strongly disagree.

Generally, the above presentations of the data in [Table 1](#), indicated that effective implementation of active learning in Kambata Tembaro zone was largely affected by factors which directly relate to lack of awareness among teachers how to implement the methods. This was also assured by the teachers during focus group discussion. “What are the challenges you face in the practice of implementing active learning in your teaching of English language”? Was raised as a discussion point. The teachers very sensitively argued that not only effective implementation of active methods but also the whole quality of education in Kambata Tembaro as well as other zones in Ethiopia (according to their thought) was strongly affected by lack of interest and motivation from the teachers’ side. They raised issues related to their life. Some teachers said that they work as brokers. Others said that they buy and sell goods to get additional money. Still others said that they rent a piece of land from farmers and grow food stuffs for their family. The teachers sadly said that they would never hesitate to resign if they get any chance. The transcription is presented her under.

“If I get any chance of getting other job, I will never hesitate to resign from teaching because I and my children are greatly suffering from life situations. I can’t fulfil their needs to the minimum level due to the condition of current life and amount of my salary. For your surprise my friends who are at others works,

including those who give transportation service by motor cycle, by far better in fulfilling their family’s expectation that me. Even the shoes I wear was the one which I bought two years ago and I am afraid to come in front of my students. Then why do I need to worry about being a good teacher where the students as well as their parents”.

A. Students Related Challenges

In this sub section, challenges related to the students’ behaviors, interests, motivations and abilities (according to the teachers’ view) were presented in [Table 2](#). To achieve this, Item 2, 3 and 6 say, “Students are not motivated to participate in activities used to promote active learning”, “Divers students’ backgrounds make active learning more difficult to implement” and “Students are not able to handle activities in active learning classes” respectively. In reaction to the items, 33(89%) with mean value 4.22, 33(89%) with mean value 4.19 and 30(81%) of the teachers with mean value 4.11 respectively, responded between “agree” and “strongly agree” to the statements which were negatively narrated. Responses of the teachers revealed that most of the teachers believe that students’ motivation, students’ backgrounds and ability to handle activities in the classroom were the major factors which hinder the proper implementation of active leaning methods in their schools.

Likewise, item 5 which says “Students are willing to be engaged in active learning”, was responded “strongly disagree” by 14 (37.8) and “disagree” by 11(29.7). For item 1, “The students have no interest in active learning methods”, 10(27%) of the teachers said “strongly disagree”, 7(18.9%) of them said “disagree” and 5(13.5%) teachers responded undecided. The statement, “Students are matured enough to manage situations in active learning”, which item 4 in [Table 2](#) below, was responded “strongly disagree” by 9(24.3%) respondents “disagree” by 6(16.2%) respondents and “undecided” by 7(18.9%) respondents. From the analysis of items 5, 1 and 4 in [Table 2](#), it is fair to conclude that teachers believe that lack of interest and willingness to be engaged in different leaning activities and immature behaviors among affect implementation of active learning methods in secondary schools in Kambata Tembaro zone.

Some others choose illegal migration to neighboring countries and South Africa. Some girls migrate illegally to Arab countries. Some others in group go to the Addis Ababa (capital city of Ethiopia) to get employment as a home maid. Some very few female students who attend school are also engaged in part time works such as working hand crafts and selling fruits so that they never attend school on market days like Monday, Wednesday and Thursday”.

B. School environment related factors

This part briefly presents analysis of the data gathered from the teachers on the challenges which are related to the school/classroom environment and availability of sufficient materials and affect the implementation of active leaning methods in secondary schools in Kambata Tembaro zone.

Table 2| Students’ related factors

No	Items	1		2		3		4		5		Mean
		F	%	F	%	F	%	F	%	F	%	
1	The students are interested in active learning methods	10	27.0	7	18.9	5	13.5	7	18.9	8	21.6	2.89
2	Students are not motivated to participate in activates	3	8.1	0	0	1	2.7	15	40.5	18	48.6	4.22
3	Divers students’ backgrounds make active learning more difficult to implement	3	8.1	1	2.7	0	0	15	40.5	18	48.6	4.19
4	Students are matured enough to manage situations in active learning	9	24.3	6	16.2	7	18.9	7	18.9	8	21.6	2.97
5	Students are willing to be engaged in active learning	14	37.8	11	29.7	3	8.1	5	13.5	4	10.8	2.30
6	Students are not able to handle activities in active learning classes	2	5.4	0	0	5	13.5	15	40.5	15	40.5	4.11

Key (1) Strongly disagree, (2) Disagree, (3) neutral, (4) Agree (5) strongly disagree.

Analysis of data in [Table 2](#) above indicated that according to the teachers’ view, effective implementation of active learning methods in Kambata Tembaro zon was affected by factors related to students’ lack motivation and interest, diversified backgrounds and inability. This was also assured by the teachers during focus group discussion. Respondents of the study reported that students prefer illegal migration and working different activities which help them to get money to support satisfy their needs than attending school. Denying to attend school among the students, according to the reporters, was resulted from unemployment of their elder brothers and sisters who were graduated from higher institutions for a long period of time. Here under is the transcription.

“The other very worst problem in our school is that interest and motivation of the students. Let alone implementing active/student centered learning, the students are not interested to attend school regularly. After receiving their regional examination at the end of grade 8, some boys get their driving license and go to giving transportation services ether by motor or bajaj.

To achieve this, in [Table 3](#) below, five statements were employed and analyses of the dada are presented as follows. The first statement elicits information on if large number of students in a class were challenges to implement active learning the schools. 27(73%) of the teachers responded “strongly agree” to the item with mean value 4.68. This implies that number of students is a factor which affects implementation of active learning methods in the schools. Item 2 of [Table 3](#) was used to elicit data if sitting arrangement of the students/chairs was a challenge or not in the schools. In reaction to this, 25(67.6%) of the teachers with mean value 4.62 said “strongly agree”. From this, fixed setting arrangement was a factor which affects implementation of active learning methods in the schools. The same way, the third and the fourth statement were used to assess if shortage of books (textbook and teachers guide) and lack of teaching aids respectively affect proper implementation of active learning methods in the schools. For these items, 35(94.6%) with mean value 4.86 and 21(56.8%) with mean value 4.54 respectively answered “strongly agree”.

Thus, from this it can be said that lack of materials and teaching aids are challenges to implement active learning methods in secondary schools in Kambata Tembaro zone. The last statement of this part says “High teaching loads per day/week is challenging to play my role in active learning”. This was answered “agree” by 15(40.5%) and “strongly” agree by 15(40.5%) of the teachers with mean value 4.1. Thus, from the teachers’ responses, it can be generalized that teaching loads of the teachers is factor which affects implementation of active learning in the zone.

found that teachers lack the necessary commitment to accomplish their role in implementing active leaning in Bale Zone Secondary Schools in Ethiopia. He strongly argued that failure or success of any teaching or learning method mainly depends on attitude, values, skills and knowledge of classroom teachers. According to [Atkinson \(2000\)](#), teachers’ motivation is a very important aspect of educational development because it, through a natural way, stimulates satisfaction and increases the desire to teach with a responsibility. The other factor which affected implementation of active learning in the mentioned zone was students’ lack of interest, motivation and ability to attend school and take active part in learning.

Table 3| School environment related factors

No.	Items	1		2		3		4		5		Mean
		F	%	F	%	F	%	F	%	F	%	
1	Large number of students in the class hinders the use of active learning method.	0	0	0	0	2	5.4	8	21.6	27	73.0	4.68
2	Fixed sitting arrangements in a classroom are not suitable to work in a group	0	0	0	0	2	5.4	10	27.0	25	67.6	4.62
3	I face shortage of text books and teachers guide in my school	1	2.7	0	0	0	0	1	2.7	35	94.6	4.86
4	It is difficult to get teaching aids in or around my school to implement active learning	0	0	0	0	1	2.7	15	40.5	21	56.8	4.54
5	High teaching loads per day/week is challenging to play my role in active learning	1	2.7	2	5.4	4	10.8	15	40.5	15	40.5	4.11

Key (1) Strongly disagree, (2) Disagree, (3) neutral, (4) Agree (5) strongly disagree.

Data in [Table 3](#) above showed that implementation of active learning was greatly affected by large number of students per class, unsuitable sitting arrangements, lack of teaching as well as learning materials and large number of teaching load on teachers. The teachers also confirmed the same during group discussion.

This study was mainly concerned with the exploration of the major factors which affect proper implementation of active learning methods in secondary schools in Kambata Tambaro zone. Data for the study were collected from thirty-seven English language teachers through questionnaire and focus group discussion. Analysis of the data affirmed that, implementation of active learning in the zone was mainly affected by factors which belong to teachers, students and school’s environment. Concerning factors related to the teachers, it was reported that there was a knowledge, skill and attitude gap among teachers. This is because the teachers are not interested and motivated in teaching due to unfulfilled conditions in their profession. There is the same finding by [Dereje et al., \(2021\)](#), that EFL teachers face a challenge in addressing their students need and adjusting their actual classroom practice. Likewise, [Baru Aboma \(2021\)](#) in his study

This finding is in line with [Kefialew Yenyet \(2021\)](#). He found that cadets’ lack of interest on active learning methods in Amhara Region Police College in Ethiopia affected implementation of the method. In the current study, it is also revealed that school environment strongly affected the implementation of active learning. It was also concluded by [Ayele \(2017\)](#) that lack of classroom facilities, lack of appropriate teaching materials, lack of awareness to how implement active learning, were the major challenges to implement active learning. As [Amare and Dagnew \(2020\)](#), implementation of active learning at secondary schools in Ethiopia was affected by large class size, students’ lack of interest, shortage of time and teachers’ lack of commitment. Therefore, findings of the current study agree with other studies conducted at different corners in Ethiopia.

CONCLUSION

This study was conducted in secondary schools in Kambata Tembaro zone, Ethiopia, to find out the major factors which affect effective implementation of active learning methods in teaching English language.

Findings of the study revealed that implementation of active learning methods in secondary schools in the zone was affected by factors which directly relate to the teachers, the students and the school environment. Firstly, implementation of active learning methods is greatly affected by lack or shortage of interest and motivation among teachers to be fully engaged in their profession (teaching). Teachers act carelessly in teaching because of imbalance between the current life condition in the country and their income. They are busy in other works which help them to earn additional income to satisfy the needs of their family as well as social aspects. Secondly, implementation of active learning in the zone was reported to be affected by issues related to the students. Data collected from the participants assured that most of the students in the zone do not fulfil the minimum requirement of being a student, which is attending school regularly. Thirdly, implementation of active learning method is affected by conditions in and around the schools. These are the chairs in the classroom were very heavy to move and not suitable to form small and large groups or different movements to practice active learning methods. The other thing is there was no sufficient light in some of the classrooms. Moreover it is difficult to think about implementing active learning where there were not text books for the students and guide for the teachers. Therefore findings of this study clearly showed that implementation of active learning methods as well as general education quality in Kambata Tembaro zone was in a worst condition. Generally, the study explored the major factors which affect effective implementation of a currently working methodology (active learning approach). The study is of a great importance for the society because most people in Kambata Tembaro zone depend on education for their future life and education is the pillar of life for people in the zone. So that, improving quality of education has a great value to improve life of the society. Thus, properly applying the findings and the recommended solutions to eradicate/minimize the challenging factors in the schools can support the achievement of quality education in the zone.

Researchers of the current study, based on the analysis, interpretation and discussion of the data collected from the participants forwarded the following basic points as reconditions for stakeholders in the area. It was strongly argued by the participant teachers that they were not being fully engaged on their teaching due to imbalance between their income and the current life situation in Ethiopia. Therefore, Ethiopian government as well as Ministry of Education in collaboration with regional state governments, should work strictly to improve the scale of teachers' salary to satisfy at least the basic needs of teachers. The other very sensitive issue, which was reported was, lack of students' interest to attend schools and participate in classroom activities. Thus, administrators in education sector such supervisors, school directors, unit heads and parents and teachers' associations around the schools should take part in creating awareness for the students about the worst history of illegal migrations. Moreover, it was revealed by the study that conditions in and around the classroom were not suitable for the implementation of active learning. Based on these findings, the researchers

strongly recommended that, all concerned bodies especially NGOs (non governmental organizations) in the zone support together with the governmental offices should support the educational system by providing a specific and research-based capacity building short- and long-term trainings for the community. Students and parents should be aware of quality education and its outcomes. Teachers and school administrators should also work hand in hand to help the students achieve a better future through a hard work than aiming to migrate illegally.

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Translanguaging on ELT Writing Classroom During National Students' Exchange: Perceptions and Practices

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This study aims to investigate translanguaging perceptions and practices in ELT writing classrooms during a national student exchange. It is to identify the perception and to determine the practices of translanguaging in students' writing. This study used a survey design of quantitative research in nature. The survey involved 24 EFL students consisting of 23 females and 1 male who come from various universities in Indonesia. Those EFL students as the participants were assigned to fill the closed and open questionnaire about their perception of language choice in writing. There are 15 closed statements and 5 open statements in the questionnaire. Besides that, a writing test was also used to learn the practices of translanguaging. The data were analyzed by using descriptive statistical analysis, to find a general description of the research data. The results show that the perceptions are classified into language choice, language brokering, and the use of translanguaging. The practices of translanguaging on students' writing show that the average score of the student's writing is 76 based on the indicators of the student's writing which are measured based on the aspects of written production of content, organization, grammar, mechanics, and vocabulary. It indicates that translanguaging can help the students achieve the target of writing in English. Translanguaging also assists students in learning English, making meaning, and being more active in class during classroom activities. Students can talk about topics more freely, which helps them express themselves in their writing.

Keywords: translanguaging, writing, language choice, brokering, perceptions, practices.

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INTRODUCTION

In some decades, English as a foreign language become very popular in Indonesia. Most EFL students learn how to speak English along with their first languages. It makes them bilingual students. Their skills of being bilingual students urge them to switch from one language mastery to another. Not many of them have proper language components exhibited in English. They still have limited mastery in using vocabulary and grammar. Thus, they face difficulties in expressing their English vocabulary and grammar from Indonesian.

Having to cope with the bilingual students' difficulties, they manage their language switch mentally from Indonesian, as their first language to their foreign language, English. However, this switch results in interference with their mastery of the first language. According to [\(Dulay, et al.1982\)](#) interference refers to someone who is influenced by the new language being learned. The interference can belong both in terms of psychological and sociolinguistic use.

The students first, exhibit their first language expressions in their mind before constructing the expressions in the foreign language. It happens both in their spoken and written products. For instance, they interact by using Indonesian in terms of discussing some ideas before they realize those ideas in English spoken or written. (Aoyama, 2020) has reported similar ideas of using L1 in EFL class communication. He adds that the students use their L1, Japanese as a strategy for learning and completing tasks. All in all, the strategy chosen has recently been incorporated into the concept of translanguaging.

Translanguaging is the use of more than one language or a language that is more commonly used in daily life to assist in conversation with other friends. It is gaining popularity in the field of education as a means of assisting students with academic mastery through the use of their linguistic skills. Translanguaging in education has grown in popularity around the world since the 1990s. There is a basic misunderstanding of how two or more languages are used by the students to interact with one another in the teaching and learning process in the bilingual (Bonacina-Pugh et al., 2021; Motlhaka & Makalela, 2016; Sano, 2018; Wei, 2018, 2021; Wei & Ho, 2018); and multilingual classroom (Yang et al., 2023).

Multilingualism occurs in the classroom when students combine their first and second language with English to comprehend the meaning. Hungwe (2019) reports that translanguaging can be used to help multilingual students recognize the texts through paraphrasing. Then, Grosjean (1989) adds that most multilingual education programs divide them and perceive multilingual education as "two monolinguals in one" while, Cummins (2019) states translanguaging is the emerging role of teachers as expertise generators. The teacher should support and accommodate the practice of translanguaging in the students' daily communication. Later, (Ticheloven et al., 2021) share their study on translanguaging challenges that discuss the school, teachers, and students' perceptions. It is also added by Yuvayapan (2019) who studies teachers' perceptions and practices. The result shows that 59% of the teachers thought that encouraging the use of L1 is important to promote assistance among peers during classroom activities. In sum, the practices of translanguaging commonly appear in students' surroundings, either at school or at home. It is used to assist the communication among students and teachers in the classroom (Vogel and García (2017) for learning.

Further, there are some studies of translanguaging used to control and encourage mental preparation for learning. Cahyani et al. (2018) categorize translanguaging in classrooms as the use of two languages in a coordinated and coherent manner to oversee and encourage mental preparation for learning, whether by instructors or students. This idea leads the students to have more awareness on the occasion of operating translanguaging as a strategy. As investigated by Bonacina-Pugh et al. (2021) translanguaging pedagogy has been considered as a way of acknowledging students' flexible and dynamic language practices, to ensure that students are always engaged in learning and introducing new linguistics to their meaning-making repertoire.

The previous study shows that translanguaging is beneficial in terms of developing students' understanding of their language skills. Wei (2018) adds translanguaging proposes a flexible theory of language as a multilingual, multi-semiotic, multisensory, and multimodal asset that humans use to assume and communicate ideas. However, translanguaging can strengthen a human's ability to use proper language as a tool of communication and lead to his/her identity. As it is reported by (Schreiber, 2015) to focus on multilingual identity and digital translanguaging.

Translanguaging is considered to be used by Indonesian EFL teachers to help students learn more effectively. According to (Khairunnisa & Lukmana, 2020) when it comes to the use of translanguaging in the classroom, the current study discovers that it can be used to maintain the discussion, encourage participation, and treat unrelated subject tasks. Indonesian EFL teachers are enthusiastic about using translanguaging in their classrooms (García & Kleyn, 2016). The majority of them agree that incorporating Indonesian and local languages into EFL classrooms is advantageous. It is the act of bilinguals acquiring different modes of what are depicted as independent dialects. It is more than just code exchange, which assumes that the two dialects are separated frameworks that are exchanged for communicative purposes. Further, García and Kleifgen (2020) state translanguaging is the act by which bilinguals gain access to different linguistic features of what is referred to as autonomous languages to maximize their communicative potential. It is used in communication to focus on the use of language in communication and does not consider multilingual languages separately. It is more than code switching (Canagarajah, 2011) which assumes that the two languages are distinct systems (or codes) that are switched for communication purposes (Vogel & García, 2017). The difficulty in incorporating it into teaching or classroom activities is that it is conceived of as a naturally occurring phenomenon (Canagarajah, 2011). Thus, translanguaging becomes one of the multilingualism practices suggested in classroom use.

In the context of Indonesian EFL classrooms, some previous studies are related to the practices of translanguaging for writing classes. Translanguaging is used to ease the communication of multilingual students to accomplish their work properly. Many students having different linguistic backgrounds still prefer to communicate using their major language to using their minor language. Most students use translanguaging to write because they have different ideas and want to improve their writing performance. It is purposefully to operate with many stages of writing. Wei (2018) investigates translanguaging, in which the code can be changed with or without any other aspects of language. It is a language system for developing relationships through communication practice with a multilingual background. Practically, Rasman (2018) shows translanguaging practice in classroom activities helps the students to add their repertoire through scaffolding during learner-learner interactions. It helps the students to understand English more by using their local languages.

Later, Nursanti (2021) reports the translanguaging strategy used in the process of teaching English material to multilingual students and (Khairunnisa & Lukmana, 2020) suggest that there is a need for more investigation of translanguaging practices in Indonesian EFL classrooms. Thus, translanguaging is still necessary to dig further into the practices inside the classroom.

Based on previous research, most translanguaging is chosen as a classroom strategy to accommodate multilingual or bilingual students who often exhibit ideas in the first language mentally before expressing them in the second language. Translanguaging investigates to development of the language components of students in one particular area. The investigation of translanguaging practice consisting of students from different areas or domiciles, races, geographical backgrounds, and levels of proficiency, is still challenging to be come up. The researchers are, then interested in investigating translanguaging perception and practices in ELT writing classrooms during national students' exchange. The researchers want to investigate the perception and practices in their writing. Hopefully, by using translanguaging, the students will feel more at ease when writing in English.

METHODS

Research Design

This study used a survey design of quantitative research in nature. It was used to obtain facts from existing phenomena and seek factual information and survey research is a critical observation and investigation method for obtaining clear and accurate information on a specific topic.

The sample of this research is the third-semester students from national students' exchange. The sampling was purposive since the subject was chosen directly from the third-semester students from the national students' exchange to know the translanguaging perception and their practices in the ELT writing classroom. The students, as the participants were chosen based on the researchers' consideration of identical so that the output could be conducted more precisely. There were 24 EFL students consisting of 23 females and 1 male who came from various universities in Indonesia. Those EFL students as the participants were assigned to fill the closed and open questionnaire about their perception of language choice in writing.

The data were collected through a questionnaire and a writing test. The closed and open questionnaires were used in this study. A closed questionnaire provides alternative answers to the questions asked, so you do not have the option of answering questions that are not covered by the alternative answers provided in the questionnaire. An open questionnaire does not provide answers to the questions asked, allowing the respondent to provide their answers.

The researchers distributed a questionnaire and a writing test via Google Forms. The questionnaire was adopted and modified from (Nambisan, 2014). There are 15 closed statements and 5 open statements in the questionnaire. The Likert scale questionnaire with five optional choices is used. The choices provided are Strongly Agree (SA) scored 5, Agree (A) scored 4, Neutral (N) scored 3, Disagree (D) scored 2, and Strongly Disagree (SD) scored 1. In the writing test, the participants were assigned to write an argumentative essay, and

the topics were taken from ETS as the standardized test. The evaluation indicators of the student's writing were measured based on the aspect of written production of content, organization, vocabulary, grammar, and mechanics (Styati & Latief, 2018).

To analyze the data, descriptive statistical analysis was used to find a general description of the research data. Descriptive statistics only concern themselves with describing or providing information about a piece of data or a situation. Descriptive statistics are used to explain a condition, symptom, or problem. Conclusions based on descriptive statistics (if any) are only aimed at existing data sets. The research data obtained were analyzed using statistical tools, including the SPSS tool, to support the research findings.

Additionally, these participants have been observed to undergo a variety of assessments in a variety of subjects, ensuring that they complete the questionnaire with adequate prior knowledge.

The questionnaire contains various questions about learners' preferences for English assessment in general, specific, and whether they believe it should be differentiated further. To keep the discussion focused, the general dimension was limited to written and spoken forms; the specific dimension was limited to writing tests, performance tests, project-based tests, and gamified tests. Participants were permitted to select multiple preferences in each dimension, as well as to add preferences that were not formerly included on the list. To provide more detailed descriptions, participants were required to explain why they preferred the chosen pattern of assessments. The obtained data were reduced, visualized, concluded, verified, and triangulated in order to shape the data analysis cycle – as demonstrated through interactive data analysis (Miles, Huberman, & Saldaña, 2014).

RESULTS AND DISCUSSION

In this section, the researchers present the research findings from the questionnaire and writing test. The questionnaire was divided into two sections: open and closed, with the closed questionnaire consisting of 15 questions and the open questionnaire consisting of 5 questions. While the writing test is given in the form of an essay, the results show the use of translanguaging on perception and practice, according to the findings of this study. The use of the student's first language in the writing classroom can be obtained, demonstrating the use of translanguaging in writing. The results of the questionnaires are presented below, based on a detailed classification of the results into language choice, language brokering, translanguaging use, and the practices of translanguaging on students' writing.

1. Language choice in a writing class

Language choice refers to a situation in which students attempt to use another language that will assist them in learning the target language. The students can select which one to use to convey their ideas in writing.

The questionnaire results can be classified in terms of language choice based on statements such as using Indonesian in writing class, using another language in writing class, and only using English outside of the classroom.

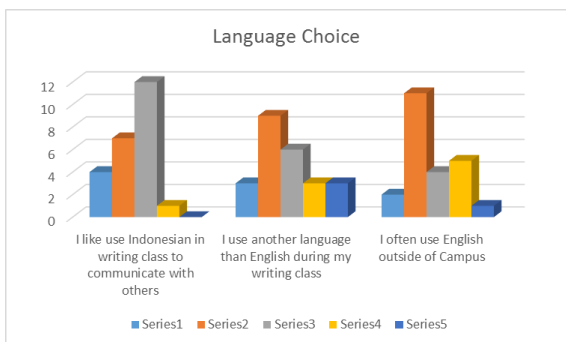


Figure 1. Result of language choice in a writing class

The students have better use of other languages to communicate with their friends in the writing class. The students' responses to the statement are that 4 students strongly agree, 7 students agree, 12 students neutral and only one student disagrees that they use Indonesian to communicate with others in writing class. The students prefer to use another language other than English in writing class. 3 students strongly agree, 9 students who agree, and 6 neutral students. On the other hand, 3 students disagree and 3 students strongly disagree. Then, the students also responded that they use their English outside of the campus. 2 students strongly agreed, 11 students agreed, and 4 students were neutral. Then, the five students disagreed, and one student strongly disagreed.

Based on the open questionnaires, it is in line with the closed questionnaires. It can be seen from an example of the students' answers can be seen in the following:

Do you feel that you can benefit by using your first language(s) during English lessons? Please write a short motivation for your answer

S1: Yes, I think, I get the benefit when using the main language first. But there is also a drawback that is not used directly in English.

S2: I think that is easier to understand the material

S3: Yes, I can understand quickly by using my first language.

S4: Yes, I do. I feel good when using my first language, so it can be easy understand the meaning of lecture.

S5: Yes, I do. I can understand the material easily than using the English language, but if I always using my first language, I can't develop myself. So, it is better to using other languages than my first language (English Language).

2. Language Brokering

Language brokering is the act of students translating language to better understand and devote their ideas. It can be understood that language brokering is the term that refers to the way of interpreting and translating the language into our understanding. By implementing the language brokering the students can achieve their target language very well.

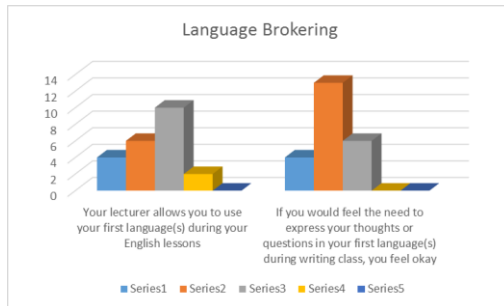


Figure 2. Result of language brokering

Based on the students' responses to the statement on language brokering, the lecturer allows the students to use their first language during the writing classroom. Language brokering means that the students proceed to the language brokers to deal with their difficulty in using their target language. Four students strongly agree if the lecturer allows them to use their first language in the writing class. Then, 6 students agree and 10 students are neutral about whether the lecturer allows using their first language. Moreover, 2 students disagree if the lecturer allowing the first language in the writing class.

Based on the open questionnaires, it can be elaborated the reason for the 10 students are neutral. It can be seen from an example of the students' answers that the students express their responses.

Would you feel more comfortable speaking English, if you were allowed to use your first language(s) in class to understand the English language better?

S8: Honestly no, because I feel more fluent in explaining things using Indonesian, but I really want to be able to speak English fluently and the only way is to get used to communicating every day with friends.

S10: I just follow my friends, Ma'am. Although I may like to use English or i feel more comfortable speaking with english, but i don't want to lose my friends just because they think I'm arrogant because my english pretty good. And they may think i'm ambitious because me myself also don't like ambitious people to be honest and i'm sorry for that.

Based on the example from the students' answers, it can be identified that the students are neutral in answering the close questionnaire. This belongs to language brokering because the students handle complex social relationships.

3. Uses of translanguaging

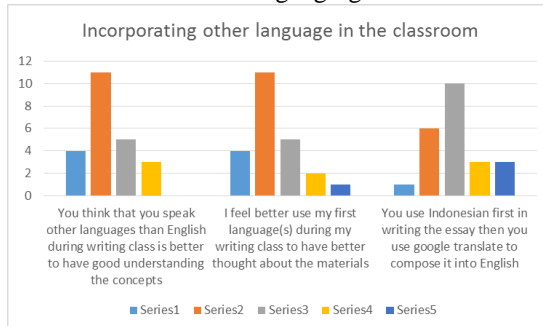


Figure 3. Result from the use of translanguaging

Based on the chart, it can be seen that the use of another language in writing class is better to have a good understanding of the concepts. 4 students strongly agree if they use their native language, 11 students agree to use their native language in writing class, and 5 students chose neutral in using other languages in writing class. Moreover, 3 students disagree if the students use of other languages in writing class. The students feel better if they use their first language to have better thoughts about their materials. 4 students strongly agree, 11 students who agree, and 5 students choose neutral. Then, 2 students disagree if they use their first language in writing class. The students compose the products of their writing using their Indonesian first and then use Google Translate to finish the students' writing. One student strongly agrees, six students agree, and ten students choose neutral. Furthermore, 3 students disagree, and 3 students strongly disagree if they use Google Translate to compose their English writing.

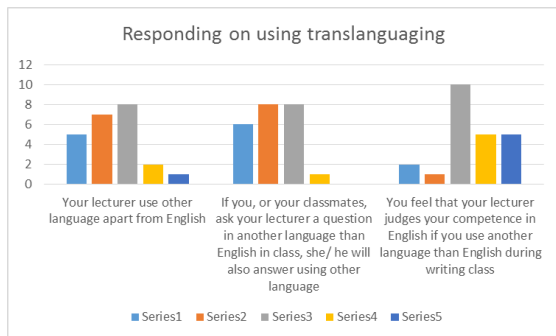


Figure 4. Result from responding on using translanguaging.

Based on the chart, it can be seen that the lecturer uses other languages apart from English in explaining the material. The students' response to the statement is that 5 students strongly agree, 7 students agree, and 8 students choose neutral. 2 students disagree, and one student strongly disagrees if the lecturer uses another language apart from English. The student's response is that if classmates ask the lecturer a question in another language than English in class, she or he will also answer in that other language. 6 students strongly agree, 8 students who agree, and 8 students who choose neutral. Moreover, one student disagrees if the lecturer uses another language in answering the student's questions. The student's response to the statement is that the lecturer judges the competence in English if the students use another language than English during writing class. Two students strongly agree, one student agrees, and 10 students choose neutral. Furthermore, 5 students agree and 5 students strongly disagree.

Based on the open questionnaires, it is in line with the closed questionnaires. It can be seen from an example of the students' answers that the students express their feelings about the use of the Indonesian language. If you do not feel that Indonesian is your first language, please answer this question. Do you think that it would benefit you if your lecturer could speak your first language(s) as well as English:

S9: this is very beneficial, to be honest because I don't know a little about the context of the beginning of learning so I understand better if the lecturer explains in Indonesian accompanied by explaining in English

S10: the benefits when lecture using first language, i think there is students didnt understood full english if lecture explaine the material.

4. The practices of translanguaging on students' writing.

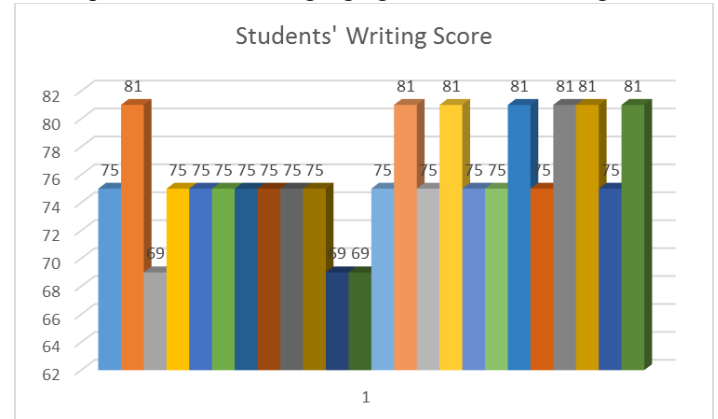


Figure 5. Result of practices of translanguaging on students' writing

Based on the diagram above, it is clear that the highest score for students' writing is 81. Seven students achieved the highest score. Then 14 students get 75. Furthermore, 3 students get 69. The average score of the students' writing is 76 based on the indicators of the students' writing which are measured based on the aspects of written production of content, organization, grammar, mechanics, and vocabulary.

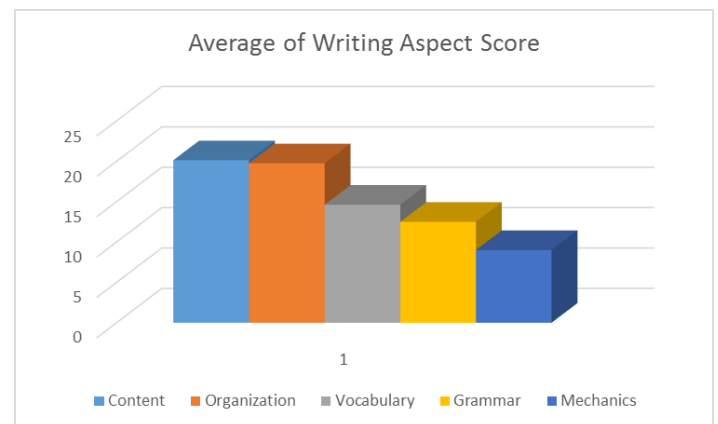


Figure 6. Result from the average of writing aspect score.

Based on the diagram above, it is evident that the average scores of the writing aspects are content (20.13), organization (19.75), vocabulary (14.62), grammar (12.5), and mechanics (9). Based on the results of the student's writing, it can be seen that the students prefer to write in their first language rather than using Google Translate to write in English. The following is an example from a student who writes in L1 and then uses Google Translate to get an English version.

Doing research is certainly no stranger to students. Finding sources of information and reference materials is common in libraries. But now, in the fast-paced age research, can be done anywhere over the internet. Researching at the library or Internet has its advantages and disadvantages. Most important, look at the time and sources of information that can be considered between the two.

Another example from other students can be seen in the following:

Video games can practice problem-solving, and train the brain to think fast as well as be creative. In the form of challenges will train our way of thinking in solving problems. Playing video games for children will familiarize children with thinking fast and creatively. Therefore, video games are good for children as long as there are restrictions on their use.

During the covid-19 period more problems that to be faced by learners, Be it students. The problems that arise are faced not only by learners but teachers as well as with some of the problems that arise. With COVID-19 changing the way of thinking and learning learners. Though almost 2 years of changes in the way learning still affects learners. Teachers and learners are required to remain productive during covid-19.

Analyzing the students' writing above reveals that they use Google Translate in their writing class. The researchers then compare that writing to the students' responses, which indicate that the students wrote their ideas in Indonesian and then use Google Translate to have their writing in the target language. It is also stated from S17 who has said:

Yes, because I feel that my English skills are still lacking so I feel more comfortable if I use my first language, which is Indonesian.

It is assumed in the students' writing above that using L1 in writing class to help students compose their writing text is more common. They finish and achieve their target language by using Google Translate. However, the outcome of their context writing is incompatible with the intended meaning of the message. The students believe it will greatly assist them in completing the task.

Based on the results above, the result of this study leads to some interpretations and implications. This study aims to investigate translanguaging perception and their practices in ELT writing classrooms during national student exchanges. It is to identify the perception and to determine the practices of translanguaging in students' writing. The perceptions are classified into language choice, language proficiency, language brokering, the use of translanguaging, and the practices of translanguaging on students' writing. It indicates that translanguaging needs to be allowed to help the students achieve the target of writing in English. The implications and interpretation can be described in detail in the following.

The use of the Indonesian language assists students' understanding of the subject. It's because the lecturer's instructions have puzzled some of the students. Aside from the intricacies of the conversation, the students frequently used L1 to communicate ([Aoyama, 2020](#); [Carroll & Sambolín Morales, 2016](#); [Ngcobo, 2014](#)).

It is supported by the open questionnaire results, in which S9 and S10 state, "this is very beneficial, to be honest because I don't know a little about the context of the beginning of learning so I understand better if the lecturer explains in Indonesian accompanied by explaining in English. The benefits when lecture using first language, i think there is students didnt understood full english if lecture explaine the material. " This study is consistent with the findings of [Yuvayapan \(2019\)](#) has mentioned that they utilized their native language (L1) to establish a connection with students and clarify complex ideas. However, in practice, they leaned towards employing translanguaging when introducing the subject, providing feedback, instructing vocabulary, and translating sentences within a text. The use of Indonesian is more frequently used to emphasize and correct the intended purpose of the teacher and students. They must also include multilingual teachers and students who have used translanguage in the classroom ([Wang, 2019](#)). [Aoyama \(2020\)](#) also reports that all of the students used L1 during communicative L2 activities. On the other hand, students rarely use English outside of the classroom. According to the results, two students strongly agree, eleven students who agree, and four neutrals. The five students then disagreed, with one strongly disagreeing. [Baker \(2011\)](#) distinguishes translanguaging as the use of two languages to construct meaning, and gain a better understanding, and expertise. As a result, the use of Indonesian in foreign language classrooms is still necessary, particularly in writing. As a result, Indonesian is used as the student's first language for a variety of communicative and educational purposes ([Bonacina-Pugh et al., 2021](#); [Raja et al., 2022](#); [Sano, 2018](#); [Wei, 2011](#)) ([Wei, 2018](#); [Raja et al., 2022](#))

The student's proficiency is also described as moderate in translanguaging perception. In the writing class, the students lack the confidence to discuss using the target language when students are asked to select a response based on their English proficiency in order to improve their communication. It is supported by the fact that eight students are rated proficient on a scale of four. The students on a scale 3 are 14, while there is only one on scale of 2. This means they do not have good proficiency if they use English in the classroom to communicate with others fully. The students do not believe in their abilities, and their reaction is neutral. This indicates that the students are unsure of their abilities. It can be seen from the students' response "S9: To be honest, sometimes I do feel so. The question that I often ask to myself when i'm using Indonesian during class is "what's your purpose chose English language education if you are still using your first language during class?" Like that. So outside of class, such as in my daily life I talking to myself using English and so far no one knows. But just yesterday my mom caught me talking alone and she was like "Who are you talking to?" I'm in shocked'. As a result, translanguaging is required. It is consistent with the findings of [Aoyama \(2020\)](#) study, which states that it is not surprising given their learning context, which includes limited contact with L2 outside of classrooms.

An example of a student's response shows that the student expresses their feelings about proficiency, stating that they believe they will fail their English course if they use their first language(s) during English lessons.

Incorporating other languages in the classroom can help students to develop their knowledge. Students can gain a thorough understanding of the concepts as well as the writing materials. It recognizes students' use of translanguaging in their writing activities (Siegel, 2023) and facilitates the writing process for EFL classroom activity learners (Schreiber, 2015). As a result, the students can write their products very well. All of the teachers are committed to making all classroom discussions lively in two languages (home language and English), and multilingualism occurs when the majority of students participate actively and appear to understand the content better (Ledwaba, 2020).

Translanguaging helps the students to write their text in the classroom learner interaction and it helps them to learn the language during group discussion. In line with this finding, Rasman (2018) states that translanguaging practice helps the English language learner in the context of the EFL classroom. This would be impossible for them to understand the real meaning of the writing topic if they were not translanguaging it using Javanese and Bahasa Indonesia. This is proof that translanguaging helps them to discover the writing topic and to write their text. Similarly, (Motlhaka & Makalela, 2016) state the process also allowed students to reflect on their rhetorical conventions in L1 and L2 writing in terms of paragraph organization and gain confidence in organizing both their L1 and L2 essays, as well as the role of L1 in L2 writing. Sano (2018) supports that effective learning, which includes the effective use of translanguaging strategies, requires implementation within a meaningful context that facilitates the processing of linguistic and writing demands. Translanguaging strategies can be incorporated by the teacher by creating spaces that allow the recursive process of writing to interact with the language that the students have learned.

Translanguaging assists the student in making sense. The idea is supported by Turnbull (2019) that by using translanguaging, students can be braver and more confident in expressing themselves and making meaning of the language. Translanguaging makes the class more active because they are discussing the topics and how to write explanation text without hesitation, even though they are using their first or second language in the classroom activity. It gives them more room to experiment and share their knowledge in order to better understand English. Translanguaging in the classroom activity will assist students in writing their text. The classroom will be more active because students will be able to freely discuss topics in their first and second languages in order to understand English.

CONCLUSION

Referring the result of this study, it leads to some conclusions of perceptions and practices on translanguaging. The perceptions are classified into language choice, language

proficiency, language brokering and the use of translanguaging. The students' proficiency is also described as moderate in translanguaging perception. The practices of translanguaging on students' writing show that the average score of the students' writing is 76 based on the indicators of the student's writing which are measured based on the aspects of written production of content, organization, grammar, mechanics, and vocabulary. Incorporating other languages in the classroom can help students to develop their knowledge. Students can gain a thorough understanding of the concepts as well as the writing materials. It indicates that translanguaging can help the students achieve the target of writing in English. However, there is also a weakness. In the writing class, the students lack the confidence to operate the target language when they are asked to select a response based on their English proficiency in order to improve their communication. This means they do not have good proficiency if they use English in the classroom to communicate with others fully. The students do not believe in their abilities, and their reaction is neutral. This indicates that the students are unsure of their abilities.

It is, therefore suggested to apply translanguaging in the teaching-learning process especially when teaching the students about kinds of writing. The students still need guidance from the teacher therefore the teacher should constantly check and guide them when they have group discussions. The students are encouraged to use translanguaging in the writing class. They should not hesitate to use their first and second language in group discussions. They are recommended to deliver their opinion and ideas using their language if English is too hard for them. It will help them to understand more about the topic and help them to learn the language so they can have better writing achievements. This study discusses using translanguaging to enhance students' writing skills, especially in kinds of writing genres. The future researcher is recommended to try using translanguaging to teach English in other skills and different levels.

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APPENDICES

The following is the open and closed questionnaire adopted and modified from Nambisan (2014).

Open Questionnaire

1. *Do you feel that you can benefit by using your first language(s) during English lessons? Please write a short motivation to your answer.*
2. *Do you feel that you will fail your English course if you use your first language(s) during English lessons?*
3. *Do you feel that your lecturer judges your competence in English if you use another language than English during English lessons?*
4. *Would you feel more comfortable speaking English, if you were allowed to use your first language(s) in class in order to understand the English language better?*
5. *If you do not feel that Indonesian is your first language, please answer this question. Do you think that it would benefit you if your lecturer could speak your first language(s) as well as English?*

Closed Questionnaire

1	I like use Indonesian in writing class to communicate with others
2	I use another language than English during my writing class
3	You think that you speak other languages than English during writing class is better to have good understanding the concepts
4	How would you rate your overall English skill
5	The lecturer uses English both explaining and discussing session during writing class
6	Your lecturer uses other language apart from English
7	Your lecturer encourages you to use English during your writing class
8	Your lecturer always speaks English during writing class
9	If you, or your classmates, ask your lecturer a question in another language than English in class, she/ he will also answer using other language
10	I often use English outside of Campus
11	If you would feel the need to express your thoughts or questions in your first language(s) during writing class, you feel okay
12	You use Indonesian first in writing the essay then you use google translate to compose it into English
13	I feel better use my first language(s) during my writing class to have better thought about the materials
14	Your lecturer allows you to use your first language(s) during your English lessons
15	You feel that your lecturer judges your competence in English if you use another language than English during writing class



Conversation diary in EFL class: A perspective, problem and solution

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Conversation needs two people or more to be conducted. In doing conversation, diary is needed to help students to speak during conversation. Therefore, this study aimed to know the students' perception on conversation diary, problems and solution. A mixed method was employed to achieve the research objectives. Thirty six students of English Education Study Program were the sample of this research. The instruments used were questionnaire and interview. The data were quantitatively and qualitatively analyzed by the researcher. The quantitative data were analyzed by using descriptive statistics with calculating mean scores and percentage, while the qualitative one used several stages namely reduction, displaying, and concluding the data. The results showed that majority students had a positive perspective on using diary in conversation class because based on the questionnaire, many students opted strongly agree and agree to all items. However, students faced several barriers namely speaking and psychological factors. In speaking skill, several students were lack of vocabulary, pronunciation, and grammar, while the psychological factors covered anxiety, self-confidence and motivation. Another finding displayed that improving motivation and joining public speaking can be alternative ways to deal with those barriers. In conclusion, conversation diary had benefits for students to support them in speaking.

Keywords: Conversation diary; perspective, problem; solution

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INTRODUCTION

Conversation is a speaking activity that requires interaction between speaker and listener. The interaction can involve two or more people to communicate for achieving the goal of conversation itself (Kpogo & brefa, 2017). According to Harmer (2019), the reasons why two individuals are conversing are that they are interested in the communicative goals of what is being said, they want to listen to something, and they choose the communication from their language bank. The majority of communicative events fall under these generalizations, and they are especially important for language acquisition and instruction. Conversation had been implemented by the teachers and lecturers from elementary school until university level. In primary and secondary school, conversation is integrated in English lesson. However, in university level, especially in English Education Department of University of Bengkulu, conversation is a course that must be taken by students in the first semester.

Based on the preliminary observation in the middle of August 2022, the students had problems in terms of conversation, such as poor grammar, inadequate vocabulary, Indonesian use in conversation, poor pronunciation, being nervous, and facial expression. Moreover, the students did not have enough time to practice their conversation in the classroom. Then, they did conversation not as natural as possible. Thus, several students were awkward in doing conversation. Regarding this issue, there must be alternative way to deal with those problems.

One of them is a conversation diary. Conversation diary is a diary that can be used by the students to take notes all the things that they want to talk during conversation. Conversation diary is also useful for asking the student to reflect and write about their concept in a conversation diary is one technique to ensure that the learner is ready. They will speak more freely as a result with a diary. Writing about the experiences or ideas of the pupils is a form of media. Students can describe their ongoing language acquisition in their diaries ([Harmer, 2019](#)). The student can prepare for speaking by writing a diary that includes their grammar, vocabulary, and pronunciation. Students can become more conscious of their tactics at any given time and over time by keeping a language learning journal ([Harmer, 2019](#)). [Nakatani \(2005\)](#) also talked about how using diaries might help kids become ready for oral communication. Oral Communication Technique (OCS) is a strategy that focuses on the process of speaking behavior between the speaker and the person they are speaking to, according to a study titled *The Effects of Awareness-Raising Training on Oral Communication Strategy Use* ([Nakatani, 2005](#)). The results of this study showed that pupils' pronunciation, grammar, and vocabulary were all greatly improved.

Some researchers conducted research on conversation diary. The first, several studies focused on the effect of conversation diary to improve students' speaking skill. It could enhance students' speaking ability because it covers activities that students can use to speak. It also decreased the students' anxiety. However, it has research limitation in terms of time because the English teachers implemented only several meetings ([Fadilah, 2020](#)); [Prasanti, Muzammil, Widiastuti, 2020](#); [Intan, Muthalib, Samad, 2021](#)). The second, some previous studies emphasized on language diaries in general. It means that the language diaries for all skills, not in specific skill. They found that diaries could be as proof for students' experiences in learning a foreign language and it can significantly influence their attitudes and motivation for learning a foreign language. Furthermore, it can have major pedagogical and practical implications for the outcomes of foreign language learning. Then, diary can be used to learn vocabulary. Vocabulary is important to support other skills ([Nešić & Stojković, 2018](#); [Hardiwatiningsih, 2019](#)). The third, a journal or diary were also studied by other researchers for writing and speaking skill. They found that listening journal could improve students' writing and speaking ability ([Saputra & Aqib, 2020](#); [Syarifah, 2020](#); [Sari, 2020](#)). In short, the previous research focused on the effect of conversation diary on students' speaking achievement. Besides, diary conversation was also used for writing skill. Even, diaries can be useful for all language skills. The studies about conversation diary were rare to be conducted by the researchers. Thus, the current research highlighted the perspectives, problems and solution on using conversation diary in conversation class. In line with it, the research questions of this study were (1) what are students' perspective on using conversation diary?; (2) what is the problem in speaking by using conversation diary?; (3) how do the lecturer solve the problem on it?.

The significance of the research can be useful for teachers and students. For teachers or lecturers, it can be as one of the alternative ways to teach speaking, especially conversation, while for students, it can be beneficial for learning speaking.

METHODS

The research employed a mixed method design by combining quantitative and qualitative design. [Creswell \(2017\)](#) stated that mixed method design is a design which not only measuring a quantitative, but also qualitative. The type of mixed method of this research was explanatory mixed method design, where the quantitative analysis first, then the qualitative analysis. This method was suitable because the first research question was quantitatively analyzed, while the second and third research questions were qualitatively analyzed by researcher.

The population of this study were one hundred and thirty eight students that divided into three classes namely class A, B, and C. Each class comprises thirty six students. The sample of this study were thirty six students of English Education Department, Faculty of Teacher Training and Education, University of Bengkulu. The students were the first semester taking conversation class that consisting of twenty female and fifteen male students. The sampling technique was a random sampling because they had the same total number of the students. Besides, their abilities in doing conversation were almost the same for each class. Then, there was only one lecturer who taught the class. The lecturer was certified and qualified lecturer for teaching conversation.

The instruments of this study were questionnaire and interview. The questionnaire was used to answer the first research question namely finding out the students' perspective on conversation diary, while the interview guideline was useful for knowing the problems and the solution. The questionnaire indicator was in relation to the advantages of conversation itself in speaking class or conversation class. The number of items in questionnaire was 10 items. The questionnaire used likert scale in four categories namely strongly agree, agree, disagree and strongly disagree. Then, there would be interpretation for negative and positive perspective from students. The questionnaire was distributed to thirty six students. Furthermore, the interview guideline was regarding problem and solution during and after the implementation of conversation diary in conversation class. The researcher interviewed thirty six students and one lecturer regarding the second and the third research questions.

The data were quantitatively and qualitatively analyzed by researcher. The quantitative data were analyzed by using SPSS software program to find out the mean score and percentage from questionnaire for knowing students' perspective whether it is positive or negative. Moreover, the qualitative data were analyzed by several steps from [Miles, Huberman, and Saldana \(2014\)](#). The first, reducing the interview transcript by coding and highlight the important

one for answering the problems and solution of speaking in conversation class. The second, displaying the data into text because the interview data that has been reduced by researcher in previous stage can be seen in a text as proof of interview itself. The third, drawing conclusion as the last stage to show the brief summary of the fixed data.

RESULTS AND DISCUSSION

Students' Perspective on Conversation Diary

To gain the students' perspective on conversation diary, the researcher used questionnaire. The detail information can be seen in [table 1](#).

TABLE 1 | The questionnaire result of students' perspective on conversation diary

Items	Statements	Scale			
		SA	A	D	SD
1	A conversation diary helps me to speak	22 69.2%	12 34.2%	1 2.9%	0%
2	A Conversation diary improves my vocabulary	19 54.3%	16 45.7%	0%	0%
3	A Conversation diary assists me to understand speaking material	15 42.9%	19 54.3%	1 2.9%	0%
4	A conversation diary could help me to write the ideas of speaking	14 40%	20 57.1%	1 2.9%	0%
5	A conversation diary could help me to implement grammar in speaking	11 31.4%	23 65.7%	1 2.9%	0%
6	A conversation diary could help me to practice my pronunciation	19 54.3%	14 40%	2 5.7%	0%
7	A conversation diary helps me to remember what I want to talk	11 31.4%	22 62.9%	2 5.7%	0%
8	A conversation diary gives me a clue about conversation	14 40%	19 54.3%	2 5.7%	0%
9	A conversation diary helps me to prepare in doing conversations or speaking	19 54.3%	14 40%	2 5.7%	0%
10	A conversation diary increases my self-confidence in speaking	13 37.1%	21 60%	1 2.9%	0%
Mean Score		45.49%	51.42	3.09%	0%

[Table 1](#) shows that majority of the students had positive perception on conversation diary implementation in speaking class. It can be proved by looking at the mean scores. Students chose 45.9% strongly agree, 51.42% agree, 3.09% disagree and 0% for strongly disagree. Even though, there were one or two students opted disagree for each item, but it was not significant. Most of students elected strongly agree and agree.

Problem in Speaking By Using Conversation Diary

The researcher interviewed thirty six students. However, the researcher just provided several part of interview because several students had the same respond to question. The problems of speaking by using conversation diary can be seen in [table 2](#).

TABLE 2 | The result of interview

Sample	Transcript	Explanation
1	<i>I can't say few words quickly, and it's hard to think about English words during speaking (S1 and S2)</i>	Sample 1 displays that those students were hard to remember the English words. Then, it seems that they do not know what they want to say for several words.
2	<i>I have a problem in terms of pronunciation (S7, S8, S10, S12, S14, S15, S16, S17, S19, S20, S21, S23, S24, S25, S26, S27)</i>	Sample 2 shows that majority students had a problem in terms of pronunciation. They did not know how to pronounce it. They always mispronounced English words.
3	<i>I often forget new vocabulary (S28 & S30) I am difficult to remember the new vocabulary in my diary (S33)</i>	Sample 3 indicates that some students had poor vocabulary and could remind several unfamiliar words in conversation diary.
4	<i>I am afraid of making mistakes in doing conversation (S11 and S31)</i>	Sample 4 shows that some students were fear of doing mistakes during conversation. The mistakes may be English skills itself.
5	<i>I had grammar error in speaking (S35, S34)</i>	Sample 5 shows that those two students got problems in terms of grammar in speaking, thus it influences their speaking.

- | | | |
|---|--|---|
| 6 | <i>I am nervous in speaking. Then, I do not have courage to speak in front of many people (S3, S4, S6)</i> | Sample 6 shows that some students were nervous in doing speaking. Then, they were fear to speak in front of their friends. |
| 7 | <i>I do not have good confidence to speak in front of my friends (S29, S3)</i> | Sample 7 displays that several students did not have good confidence to speak or doing conversation. It will cause their ability in speaking. |

The Solutions for Students' Problems in Speaking by Using Conversation Diary

Based on the interview to the lecturer, some solutions offered to overcome students' problems in speaking. The proof of transcriptions can be seen in sample 8.

Sample 8

I think the solution for overcoming the students' problems in speaking namely motivating and engaging them to always speak whether at home and at the classroom. Besides, asking them to practice more and more. The students also can join public speaking training to increase their knowledge and ability in speaking because in public speaking training, the students were trained to know how to speak from the beginning until the end. Moreover, students were taught by the trainer how to deal with their problems in speaking.

Sample 8 displays that the solutions for coping with the students' speaking problem are increasing their motivation, practicing speaking, and following public speaking training.

There are three findings that must be discussed in this part namely students' perspective on using conversation diary, students' problems and solution regarding speaking after using conversation diary. The first finding showed that majority students had positive perspective on using conversation disagree because based on the questionnaire, they mostly chose strongly agree and agree. Besides, the students were very happy to use conversation diary because it helped them to speak. In the item of the questionnaire, especially in item (conversation diary helps me to speak), 69.2% and 34.2% of students chose strongly agree and agree. It is the highest percentage that students choose from all items. It strengthened that conversation diary were being beneficial for students. It is same as [Intan, Muthalib, Samad \(2021\)](#) used English conversation Journal (ECJ) to teach speaking. They found that students enhanced their speaking ability because ECJ is like a diary of students to write their activities and talk about it. Consequently, they were usual to speak.

[Fadilah \(2020\)](#) analyzed the use of conversation diary to improve students' speaking ability. The result showed that conversation diary could improve students' speaking ability and decrease anxiety. Those previous studies showed that the benefits of conversation diary for students and it is in relation to the result of this research that indicated that students had good responses to the implementation of conversation diary in speaking. Thus, by looking at the result of the first finding, most of students gave good responses on the use of conversation diary because it assisted them in speaking. Even though, there are one or two students who disagree about the statements in the questionnaire. It could be followed by the researcher and lecturer of the speaking class.

The second finding showed that several problems faced by students during the implementation of conversation diary in speaking. Those were language skill and psychological problems. In language skill, some students had hindrances about pronunciation, vocabulary and grammar. In this case, several students did mistakes in pronouncing English words, especially unfamiliar words. It is same as vocabulary, few students did not have adequate vocabulary to speak, thus, those students did not know how to say it and cause them pausing in speaking. In terms of grammar, some students got mistakes in grammar when speaking especially, they forgot to put to be and auxiliary verb when speaking. It can be said that they had problems with tenses. [Ur \(2021\)](#) stated that the problems of students in speaking can be poor fluency and accuracy that comprise vocabulary, grammar, pronunciation, pausing, filler and flow of the speech. In psychological problems, some students were poor self-confident because they do not how to speak English in good way. Besides, some students were anxiety because they were afraid of getting evaluation from others and fear of making mistakes in speaking. It is almost similar with [Syafryadin \(2017\)](#) stated that anxiety was one of the problems encountered by student in speaking because they were not brave to face their friend and shy to get negative feedback from their friends.

Those problems may be caused by lacking of practice English, poor knowledge of English (Speaking), less exposure of English, negative previous experience of English, less training, and seldom to join public speaking seminar.

The third finding showed that several points that should be considered to overcome the students' problems in speaking. The lecturer must improve the students' motivation in speaking English because motivation can trigger the students to be enthusiastic in speaking in front of their friends. [Sari \(2021\)](#), [Restiana \(2019\)](#), [Agnes & Marlina \(2021\)](#) showed that motivation could be as one of indicators for students to be successful in speaking. Besides, with high motivation, students could help students to achieve their goal in speaking English. Other researchers who had the same finding were [Nešić & Stojković \(2018\)](#). They found that diaries could be as proof for students' experiences in learning a foreign language can significantly influence their attitudes and motivation for learning a foreign language.

Moreover, the lecturer asked them to more practice speaking or joining public speaking training because in public speaking training, the students were not only learning how to open the speaking, deliver, and close the speaking, but also they studied how to overcome their problems, such as self-confidence, anxiety and other factors that obstacles their speaking. This is in line with [Osborn and Osborn \(2017\)](#) who conveyed that public speaking training is one of alternative ways to train students in doing speech and also

solve their problems in speaking. In speech training, students can consult with the trainer and get treatment to improve their speaking ability. [Varderber, Sellnow, and Varderber \(2012\)](#) added that in speech training, other psychological factors that can be barriers in speaking, such as anxiety in doing speaking and low self-confidence could be minimized and solved.

CONCLUSION

Based on results of this study, it can be concluded that students had good response towards the implementation of conversation diary in speaking class. Although, majority students had positive view on it, several students still faced problems, such as lack of speaking skill and psychological factors. However, lecturer provided strategies to deal with those problems namely improving their motivation and suggested to practice and join public speaking training. Furthermore, researcher realized that this study has limitation. The limitations of this research were the sample of this research only one class and the instruments were limited to the questionnaire and interview. Besides, the research just emphasized on the perspeception, problems and solution. Therefore, other researchers could continue this research by looking at the implementation this conversation diary in the classroom, adding observation and notes for the instruments and sample of the research whether students or lecturers.

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A Profile of primary school students' literacy through EMI in CLIL contexts

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For several years, the competence of students in Indonesia has always been recorded as very low. In PISA, Indonesia ranks at the 3rd or 4th lowest position, especially in Reading, Mathematics, and Science. This condition has, of course, raised the concerns of educators in Indonesia, and some schools then decided to implement an international curriculum along with the 2013 Curriculum. With the international curriculum, students are required to have very good literacy, to comprehend the texts and questions they work on. This also entails teaching them with teaching strategies which, besides developing their language competence, also enhance their critical thinking skills. This paper reports some ways in which EMI and CLIL can develop primary school students' English proficiency, literacy, and critical thinking skills. Data were taken from some Primary Schools which implement the synergy of national and international standard curricula, particularly from the scores of the students on two tests. Focus of the learning is given to the students' English proficiency and literacy. The total numbers are 248 students from 14 primary schools located in most cities in East Java and some in South Celebes. The results show that the program equips the student with higher proficiency, literacy, and critical thinking skills. This study implies that EMI in CLIL context can accommodate primary school students' literacy learning.

Keywords: EMI, CLIL, critical thinking, literacy

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INTRODUCTION

Due to the engagement of Indonesia as one of the member countries of the Association of Southeast Asian Nations (ASEAN) and a global participant, the status of English is prominent for communication. English is the sole contact language for trade, commerce, diplomacy, and education (Kirkpatrick, 2010). This notion is in line with Bruyel-Omedo & Juan-Garau's (2009) claims that cooperation and unified decision-making take place in English as a lingua franca. Therefore, according to Kirkpatrick (2014), such high-level policy initiatives consolidate the push to employ English as a medium of instruction (abbreviated as EMI) in the domain of education. This is in congruence with what Doiz & Lasagabaster (2020), Vu & Burns (2014), and Dearden & Macaro (2016) opine, that new English-knowing policies in the outer and expanding circle contexts are increasingly moving towards EMI - a growing global phenomenon in all phases of education and educational settings. EMI has also been growing steadily in the past 15 years and might boost the impact of EMI on language and content learning (familiarily called 'Content-Language Integrated') in that cross-curricular links are embedded within the other curricular framework.

The notion of CLIL was first put into practice in 1994 by Marsh, Maljers & Hartiala (2001) in the diverse European types of school environments where teaching and learning

occur in the additional language. This sort of educational approach shows a twofold aim, that is, instructional process focuses on the language used and the content being learned. Therefore, according to [Coyle, Hood, & Marsh \(2010\)](#), as the language and the content are of equal prominence, the role of the teacher should be seriously taken into consideration. For instance, if a Math teacher (while her or his native language is not English) is supposed to teach math in English, s/he should have a good English proficiency to transfer math to students in a correct mathematical concept. Still, of Coyle et al.'s statement, due to globalization and the drives of economic and social convergence, the interest in adopting CLIL has been growing, and lots of studies have been conducted.

There have been massive studies dealing with the implementation of CLIL in primary school context. [Mehisto & Ting \(2017\)](#) mention some benefits of CLIL. Children are still exposed with a rich range of language covering a variety of topics and vocabularies. Primary students have meaningful and motivating learning. They have opportunities to learn content subjects and to explore the subject concepts in English. These make them motivated to deepen and consolidate their understanding of the subjects through experience learning ([Coyle, Hood & Marsh, 2010](#)). Learning content subjects in English allow the pupils to 'think about the content'; to 'think beyond what they see in experiments'; to 'think' about what they learned and 'keep' that knowledge. In these stages, they are developing their critical and creative thinking processes. [Garcia \(2009\)](#) defined such kinds of learners as creative and critical thinkers since the function their cognitive not only to understand the language knowledge but also describe the world. Some other studies concerned with teachers' and students' perspectives of EMI implementation, the pedagogical strategies deployed in the EMI classroom, or even myriad problems and deficiencies encountered ([Dearden & Macaro, 2016](#); [Macaro, Curle, Pun, Jiangshan, & Dearden, 2018](#)). The latest study at the teacher training tertiary level practicing CLIL by [Cañado \(2020\)](#) evidenced (among others) that the participants lack the familiarity with the theoretical insights of EMI in terms of the diverse models, variants, legislative frameworks, and results of empirical studies; language competence; types of group work for students, and the design of diverse materials for the students of various types. Therefore, some improvements to the program have to be made. Another study in Uzbek by [Riskhulova \(2021\)](#) on school teachers displayed that the teachers are pessimistic about the effectiveness of applying CLIL at primary and secondary schools due to the low motivation to learn a foreign language. They claimed that it might be adapted only in higher education since the students realize its necessity in the labor market. Anyhow, most of the respondents feel enthusiastic about teaching CLIL, provided that special teacher training courses are organized.

As a matter of fact, the implementation of this dual-focused educational approach is still being applied and evaluated in many countries to suit their different conditions, for the driving forces for language learning,

particularly English as a lingua franca in this global world, are rising. For this, [Coyle et al. \(2010\)](#) opine that people share the same goal to accomplish both content and language with the best probable results in the shortest time.

Pertinent to this, as proof, the young Indonesian generation, particularly the lower secondary students, regularly join the annual Program for International Student Assessment (PISA) for English, Mathematics, and Science. It turned out that based on the results of the survey conducted in 2018 by the Organization for Economic Cooperation and Development (OECD), it was verified that the students scored lower than the OECD average in Reading, Mathematics, and Science ([OECD, 2019](#)). This was also empirically supported by the evidence that most students taking the international standard reading test (Checkpoint) could only reach level 4 out of the maximum level 6. In other words, there is a necessity to improve Indonesian students' literacy, particularly their reading skills ([Rachmajanti & Sulisty, 2020](#)). Seemingly the government's literacy program, the so-called 'National Literacy Movement' (Gerakan Literasi Nasional or GLN) launched in 2016, has not satisfactorily been put into practice, especially for those schools implementing EMI.

A study by [Puspitasari, Anugerahwati & Rachmajanti \(2016\)](#) stated that the emergence of EMI at some schools had been associated with learning English across the curriculum in some non-English subjects like Mathematics and Science are taught in English. Even there are schools offering it as early as the primary level of education by synergizing national as well as international standard curriculum frameworks. Some related studies show that implementing EMI in the CLIL context at an early age (as early as the primary level of education) may lead to bringing students to a certain stage of L2 acquisition, both at comprehension and production competencies. At the comprehension level, both explicit and implicit written instructions satisfyingly enabled them to perform the required tasks accurately, whereas, at the level of production, they have reached the complete acquisition of word spelling and word order system of both phrasal and sentential structures with some morpho-syntactic inaccuracies. Other than that, the acquisition of scientific and mathematical knowledge has also been substantiated challenging for them. Further, the two most significant predictors of the students' English achievement in secondary school are the students' interest and the school facilities whenever they attend primary school with EMI for English Math and Science ([Rachmajanti, Zen & Apriana, 2013](#); [Rachmajanti & Anugerahwati, 2018](#)).

A recent study by [Zulfa, Rahmah, & Sofyan \(2020\)](#) shows that the teaching of Physics and Biology in English should be carried out gradually, starting from pre- to post-activities, with various instructional strategies and graded materials in cascaded language use. Thus, EMI is employed throughout the instructional process, from simple language and content to more complicated ones. Still, another study conducted at the primary level of education by [Waluyo, Khoiriyah, & Farah \(2021\)](#) revealed that the teachers with a positive perception of CLIL were recommended to adopt

web-based materials for their classes. On the other hand, most of them felt unconfident in applying the approach due to their low English proficiency (such as lack of English vocabulary and insufficient speaking skills). Therefore, they suggested mixing English and Indonesian to minimize their anxiety, and the success of CLIL implementation inevitably should be empowered by an intensive collaboration of teachers, principals, and parents.

If some results of the aforementioned studies are still doubtful about the positive impact of implementing CLIL in the non-tertiary level of education on the students' proficiency and content, this study is intended to describe qualitatively how the primary students have gained benefits from acquiring their language proficiency, literacy, and content simultaneously for the English subject.

METHODS

This study was qualitative-descriptive in nature, with findings drawn from the participants' summative assessments in English. It was categorized as a case study since the participants belonged to the schools having synergized two curricula- national and international standard frameworks. As [Creswell \(2008\)](#) postulated that a qualitative-descriptive case study relies on the views of participants, and the collected data consists largely of words from the participants, which are described and analyzed for themes. In other words, the inquiry is conducted in a subjective, biased manner and has characteristics of its own that are not generalizable. Also, it was a case study, as the findings were not supposed to be generalized.

This study involved a total of 248 students from 14 primary schools located in most cities in East Java and some in South Celebes implementing a double curriculum framework- the synergy of national and international standard contents for English, Math, and Science. The subjects of the study were selected under some considerations. First, they were recruited on the basis of predetermined requirements, at least 70 for their English proficiency and up to their interest. Secondly, the students had practiced EMI since they were in the first grade for the three subjects, so they were exposed to English every day from seven o'clock in the morning until three in the afternoon. Lastly, the contents of the three subjects were graded from simple to more complicated ones with mostly critical-thinking-based tasks.

The data were collected through the students' scores on the international standard assessment for English as a Second Language (ESL) at the end of the sixth grade. The English test consisted of 3 (three) strands: Listening (20 multiple-choice and completion items with texts and pictures), Reading (30 multiple-choice and completion items with fiction and non-fiction texts), and Writing (answering three questions, question 1 deals with words about food and drink, question 2 about responding an email, and question 3 about writing an 80–100-word story with a prompt as the provocation).

The results of the three tests were then analyzed in two ways (mixed methods). The quantitative analysis was conducted to find out the average score of the students' tests as their learning achievement. The qualitative one was done through content analysis of the students' writing work to display what linguistic input they have benefited from and what non-linguistic input they have acquired. The linguistic input was categorized into the acquisition of vocabulary, and grammatical nuances, while the non-linguistic one with the accomplishment of other competencies like critical thinking skills (drawing conclusions, making inferences, and so forth). In writing section, the students were required to develop their review on painting exhibition.

RESULTS AND DISCUSSION

From the analysis of the data, the following findings are revealed. The quantitative results show that out of the maximum score of 6, the average score of Indonesian students taking the final test was 3.5. In accordance with the scoring scale of Cambridge Primary Checkpoint, the overall average score obtained by the students shows their advanced understanding of the curriculum content given in Cambridge Curriculum. The qualitative results reveal that the students found problems on both the linguistic and non-linguistic aspects. The linguistic aspects cover problems in grammar and vocabulary especially. In addition, the non-linguistic aspect mostly covers the making of conclusions based on a mind-map or charts, getting the main ideas of a text, outlining ideas to write a paragraph, as well as practicing critical thinking skills. The following is the example of students' writing and their error.

Today is Sunday. I was happy because I will go to the painting exhibition which is hold by Art Museum Malang. It is the day I am waiting for because I am so curious to see and enjoy the beautiful of paintings from the artists. I like enjoying the arts because they use colorful painting and good drawing. They give me ..."

From the piece of writing above, the student missed some grammatical features. For instance, in the second sentence of the paragraph, the student put the wrong to be "was" instead of "is" since the context of the story is present tense. The passive verb used in the third sentences is not correct. It should be "held" not hold as it is verb 3. The last error of the example is the choice of word "beautiful" as an adjective. It is not appropriate because the word must be a noun.

Another example of students' writing is as follows, *Last weekend I went painting exhibition close to my school location. The exhibition was great. A lot of painting are not bad. Some of them tell about natural view and some them tell about caricatures. The paintings*

Some grammatical errors are found in the paragraph. It is found in the third sentence. To be "are" should be past tense "were". The word "painting" must be in the plural form "paintings." The choice of word "tell" is not appropriate.

It should be “represented” instead of “tell”. The findings of the students’ writing are quiet good since the ideas they express are understandable although some grammatical errors and inappropriate vocabulary are still found. In general, the students are able to convey their ideas into writing.

The findings also revealed that the English proficiency of the students helped them in doing the Mathematics and Science tests, which contain some items which would be very hard to do, had they not had good English proficiency. As stated in the analysis of the “hard” items of the test, some strands in the Mathematics test require students to “be literately proficient in English in order to solve a mathematical problem.” An example of a question in Mathematics is as follows:

A number is divisible by 8 if the number formed by the last three digits is divisible by 8. Use this rule to show that 82 306 is not divisible by 8.

The item above is clearly very hard to solve if the student does not have good English proficiency.

In Science, the same case happens; the test items require students to have good English proficiency in understanding and doing the questions. An example is as follows:

Lily wants to separate a mixture of copper sulfate and iron sulfate.

She adds water to the mixture and stirs it thoroughly.

She then filters the mixture.

Explain why this mixture is not separated.

Clearly, this item shows that students really have to understand the question, then think of the answer, and write down the answer in good, acceptable English. According to the qualitative analysis, the English proficiency they achieved was obtained from the ESL materials in the English lessons.

As stated in the findings, ESL lessons in the Primary schools implement the synergy of the National Curriculum and international framework do enhance students’ literacy, proficiency, and critical thinking skills. This, in particular, is achieved through CLIL and EMI, which is a part of it. As [Rodriguez & Chacon \(2021\)](#) found from their study on the use of CLIL in 2 schools in Ostrava, the CLIL approach provides better conditions for the development of communicative competence and the methods used in the schools. From the findings, it reveals that some strands, especially in the ESL test, do pose some problems for the students or test-takers, yet the number of problems is fewer than the items which do not pose difficulties. As [Rachmajanti, Zen, & Apriana \(2013\)](#) found from their study in the Laboratory Primary School of UM, Malang, ESL lessons helped students to comprehend both implicit and explicit written instructions satisfactorily, which then enabled them to do the tasks given to them successfully. The study was conducted on 3rd-grade students, and this current one was done with the 6th graders; however, it should be noted that the results of this study support the findings of Rachmajanti et al.’s study. Another piece of evidence that EMI in the CLIL program helps students to do the tasks and answer the questions in the Final tests satisfactorily as the fact that several students achieved a perfect score of 6, not

only in English but also in Mathematics and Science (data from the results of the test in 2019).

The implementation of CLIL and EMI in primary school evidently gives benefits to the students’ language proficiency as it is in line with [Mehisto & Ting \(2017\)](#). They claim that students have opportunity to get language exposure covering various topics and vocabularies while learning content subjects in English. Furthermore, [Coyle, Hood & Marsh \(2010\)](#) state that such kind of learning experience encourages students to get in-depth understanding of the content subjects through learning by doing. To support this, Garcia claims that learning content subjects in English permits children to ‘think about the content concept’; to ‘think beyond what they see in experiments’; to ‘think’ about what they learned and ‘keep’ that knowledge. In these stages, they are developing their critical and creative thinking processes. She, further, emphasizes that such kinds of learners are considered as creative and critical thinkers since they function their cognitive not only to understand the language knowledge but to describe the world as well. In other words, the pupils, evidently, have a good literacy since they get exposure to have learning experiences to understand the concept of content subjects delivered in English.

CONCLUSION

In conclusion, it is confidently stated that EMI, which is implemented in the CLIL program, particularly in the primary schools which implement the synergy of dual curriculum (the 2013 Curriculum and the international framework), in fact, equips the student with higher proficiency, literacy, and critical thinking skills, especially in the English (ESL) subject. However, these benefits are apparent not only in the ESL subject but also in Mathematics and Science. Thus, it is our belief that the Primary School students’ literacy can be improved and enhanced through the use of English as a Medium of Instruction in the CLIL context. Accordingly, the future researchers are recommended to explore more the implementation of EMI and CLIL connected with the current curriculum in Indonesia as one of the efforts to realize quality education.

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Google Translate in Academic Writing Class: How EFL Learners Use and Perceive It

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The purpose of this study is to investigate the perspectives of tertiary level Academic Writing students towards the use of GT in their Academic Writing class; whether they think it is helpful in assisting them in the learning process or not. The researchers attempted to answer the research question of “What are the learners’ perceptions towards the use of GT as a learning support in Academic Writing class?” because there are still very few studies that have examined the use of GT as a learning support tool in Academic Writing class. The study uses a qualitative approach through the use of interviews as a data collection instrument. The interviews were conducted with five participants from the English Language Education program of the Faculty of Language and Arts in one private university in Central Java. The participants are five students who had taken their Academic Writing class in the previous semester before the research was conducted. The findings of the study show that all participants agree that GT is helpful for them in reading and writing journal articles, and also helps them to expand their vocabulary. However, they perceive that they rely heavily on GT to help them finishing their writing assignments. Besides that, they perceive GT as not helping them become more proficient with English grammar.

Keywords: learners’ perception, academic writing, impacts of Google Translate

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INTRODUCTION

Writing English academic texts is challenging. Several studies such as the studies of [Sitompul & Anditasari \(2022\)](#), [Safitri, Azisah, & Annur \(2021\)](#), [Lestari \(2020\)](#), [Helda \(2018\)](#), [Alfaki \(2015\)](#), and [Azizah & Budiman \(2017\)](#) found out the difficulties faced by tertiary level students in writing their academic papers, such as problems related to sentence formation, vocabulary usage errors, grammar problems, lack of English proficiency, mechanical problems, forming ideas, and paraphrasing or citing others’ ideas. No wonder nowadays, there are many tertiary level students in English as a Foreign Language (EFL) context, specifically in Indonesia, who face difficulties in writing English academic texts.

This is because writing an academic text requires them to create paragraphs which are understandable, intelligible, and cohesive. Besides that, tertiary level students need to show their ability in accessing, evaluating, synthesizing the words, ideas, and opinions of others in their academic papers in order to develop their skill in voicing their academic words, ideas, and opinions ([Al Fadda, 2012](#)). [Samuels \(2019\)](#) confirms by defining academic writing as a type of writing which requires the use of formal English vocabulary, and a systematic structure of a formal language ([Nenotek et al, 2022](#)).

Besides that, the writers also need to support their arguments with suitable evidence with their writing topic from academic journals or books that they need to read. Therefore, many researchers mentioned academic writing as a logical arrangement and organization of written sentences within paragraphs which need to be written with a new way of thinking (Sitompul & Anditasari, 2022; Alisha, Safitri, Santoso, & Siliwangi, 2019). As a result, many of Indonesian tertiary level students are very clueless or even have no idea at all of what they are going to do with their academic writing (Irvin, 2010). This problem could happen because they are not familiar with the characteristics of academic writing and how they should write it.

In this modern era, there are many online learning tools that can be used by the students to help them in their language learning. One of the tools that they can use to help them in their Academic Writing class is a machine translation tool, Google Translate (henceforth shortened as GT). In language learning context, GT is the most well-known translating application which is preferably used by students to translate a text from one language into another language (Groves & Mundt, 2015).

Created by Google Company, it supports more than 100 languages (Google Translate, 2023) and is utilized by many learners worldwide. Specifically, GT has been helping students in improving their language skills (Bahri & Mahadi, 2016). In addition, Josefsson (2011) claimed that "Google Translate performed better than the traditional dictionaries with its higher speed and accuracy particularly for translation of collocations, phrases, and technical words". Moreover, GT has improved its quality through the Artificial Intelligence (AI) approach in which it learns the structures of language through language used by its speakers (Johnson et al., 2017; Kol et al., 2018). As a result, GT will more likely have fewer errors in translating a text from one language to another. In addition, Giannetti, (2016) states that "Google Translate also provides an opportunity for the users to improve upon the translation and input a suggested translation". Therefore, it can be used to look for a wide range of vocabulary in the target language.

Technological development has made GT to have various features that can facilitate students in language learning. Medvedev (2016) states that the tool has a so-called 'photo recognition' feature in which the users can simply upload a picture of a text, and then get the translated version afterwards. Hence, it seems to benefit the learners as they will not waste time in trying to get the meaning of words from the target language since GT can be accessed online via smart phones. Thus, GT can be considered as an effective tool in supplementing the students to get a better understanding of a new language.

Research on the use of Google Translate (GT) as a learning support tool in English language classrooms has been done by several researchers (Kol et al., 2018; Bahri & Mahadi, 2016; and Jin & Deifell, 2013). Kol et al. (2018) recommended students to use GT as an aid in their learning process. By using GT, learners will be able to use a higher level of vocabulary in their writing (ibid.). Bahri & Mahadi (2016) and Jin & Deifell (2013) also reported that by using GT, students could advance their reading and writing abilities.

In academic writing, students are supposed to read a wide range of journal articles to support their arguments in their writings. However, non-native English students are probably unfamiliar with the vocabulary used in the articles or other sources. The use of GT in this situation seems to benefit students since they can look up for the meaning of the words in the academic texts that they are reading. By enhancing their academic vocabulary knowledge, later they are also helped in the process of writing their academic essays.

The use of GT seems to be beneficial for learners in ELT classrooms as a tool to assist them in the class. However, there are still very few studies that have examined the use of GT as a learning support media for tertiary level students in Indonesian academic writing context. Besides that, many of the existing studies investigated the instructors' or teachers' perception of the use of GT. The findings of those studies show that there are many language instructors who still doubt the assistance of this machine translation. This matter has been reaffirmed by the findings of Kol et al. (2018) study where the instructors perceived GT as being not suitable to be implemented in the classroom, especially in writing programs since they felt that their students cheated in the process of writing. Thus, there arises the need to explore the students' perception towards the use of GT in Academic Writing class as to find whether the tool is benefiting them or not.

Students' perceptions are defined as terms related to learners' own thoughts, beliefs, and feelings towards persons, situation, and events (Hazari, 2014). She also agreed that, in the area of teaching and learning, classroom settings could affect students' perceptions. Teachers in the classroom might feel that the way they plan and conduct the teaching and learning process in the classroom is the best one. However, learners might not perceive the same way. This matter has been reaffirmed by Ibrahim (2014) as he confirms that teachers may perceive some matters differently from learners. Thus, in order to achieve the learning objectives successfully, learners' perceptions need to be considered.

This research aims to explore the learners' perspectives towards the use of GT in their Academic Writing class; whether they think it is helpful in assisting them in the learning processes, specifically in academic writing context, this study. By understanding students' perceptions on how they perceive the use of GT in the Academic Writing class, teachers, especially those who teach academic writing, will be able to give guidance on how to use GT in the classroom. As for students, by getting to know how other students use GT to help them in their Academic Writing class, they will be able to use it appropriately to assist them in the class.

METHODS

This study uses a qualitative method. As defined by Flick (2018), qualitative research is the type of research utilizing texts as empirical material (rather than numbers). It begins from the thought of the social development of real factors under investigation, and is keen on the viewpoints of members, in ordinary practices and regular information alluding to the issue under the study (ibid.). The method is selected according to the research's aim that focuses on students' perceptions on

the use of GT as a learning support media in Academic Writing class. Therefore, the information about how the learners perceive the translation machine can be further obtained through qualitative research. In addition, the participants of the research were selected according to the characteristics that the researchers set or is known as doing a purposive sampling. There were 5 participants who matched with the criterias set by the researchers. Those criterias are (1) the participants had to have taken their Academic Writing class in the previous semester before the research was conducted, (2) they always used GT to help them in reading and writing texts in Academic Writing class, and (3) they got B or BC as their final grade for Academic Writing class (the reason to set this criteria is because students who used GT in the Writing classes were usually low proficient learners).

The participants of this study were students from the English Language Education Program of Faculty of Language and Arts, Universitas Kristen Satya Wacana, who had taken Academic Writing (AW) class, and they matched with the criterias set by the researchers.

The study only used one kind of instrument to collect the data, which is the interview. The type of interview which was chosen by the researchers is a semi-structured one. [Doyle \(2022\)](#) in her article defines a semi-structured interview as an interview setting in which it does not require a formalized list of questions. The interview itself is done by directing more on open-ended questions, also by discussing the important matter with the interviewee (*ibid.*). Moreover, the questions made by the researchers could be further developed when it was needed. Thus, this type of interview is considered by the researchers to have less demand for the interviewee as the atmosphere of conducting the meeting is more relaxed.

In this study, the information of students' perceptions towards the use of GT as a learning support in Academic Writing class was deeply dug by giving questions to the participants in the interview. The questions asked in the interview sessions were translated into Indonesian in order to create a friendly atmosphere. The eight questions that were used as guiding questions are as follows: (1) Did you use Google Translate in the Academic Writing class?; (2) What was your purpose in using Google Translate in the Academic Writing class?; (3) Based on your opinion, how did Google Translate take a role in assisting you in the learning process in the Academic Writing class?; (4) Did you use Google Translate to understand academic articles? How would you translate the English versions of the articles to Indonesian? (For example, in the level of word/phrases/clause/or sentence); (5) How did Google Translate take a role in assisting you in your writing? How would you translate? (For example, in the level of word/phrase/clause/or sentence); (6) According to your experience, was there any improvement in your vocabulary knowledge after using Google Translate in the Academic Writing class?; (7) According to your experience, was there any improvement in your grammatical proficiency after using Google Translate in the Academic Writing class?; and (8) Based on your opinion, what were the negative impacts in using Google Translate in the Academic Writing class?

After finding the suitable participants for this study by using a purposive sampling, the researchers asked the participants' willingness to participate in the study. After the participants stated their willingness to participate in the study, the researchers arranged an interview schedule with each one of them and chose a more convenient application between WhatsApp or Google Meets. Then, the researchers interviewed each participant on the scheduled day using the agreed online interview application. The language that was used during the interview is Indonesian language to create a comfortable atmosphere for the participants to respond to the asked questions. The participants' answers during the interview session were recorded by using a recorder.

The data obtained from the interviews were transcribed first, so the results from the interview were in the form of texts. After that, the data were codified or identified by the researchers. Then, the data were categorized according to the emerging topics. Then, it was analyzed through qualitative data analysis by using thematic analysis.

RESULTS AND DISCUSSION

Based on the analysis of the data collected from the interviews with the participants, there are 7 perceptions about the use of GT in Academic Writing class. Those perceptions are discussed in details in the 7 sub-headings of this section.

The Assistance of Google Translate in Journal Reading

The findings of this study under this sub-heading are consistent with [Bahri & Mahadi's \(2016\)](#) and [Jin & Deifell's \(2013\)](#) study which reported that by using GT, students could advance their reading and writing abilities. [Kol et al. \(2018\)](#) also found out that GT can be utilized as a learning aid to look for a high level of academic vocabulary. For instance, participant 1 agreed that she experienced the benefit of GT to translate unknown vocabulary in the academic journals.

P1: "I often use Google Translate to understand research journals. Usually by translating every word or sentence if it is hard to be understood."
 ("Saya sering menggunakan bantuan Google Translate untuk memahami jurnal-jurnal penelitian. Biasanya dengan menerjemahkan per kata ataupun terkadang per kalimat jika kalimat itu menurut saya susah dimengerti.")

Thus, GT is used as an assistant in reading academic journals by participant 1. The participant usually looked for unfamiliar words and/or sentences by translating the English version of the vocabulary to Indonesian.

Similar to the previous participant, participant 2 also agreed that GT is helpful to read academic journals which have a high level of English vocabulary. This finding is also supported by [Kol et al. \(2018\)](#) who found out that GT can be utilized as a learning aid to look for a high level of academic vocabulary.

P2: "I use Google Translate to understand journals which I consider to be having a high level of English vocabulary."

("Saya menggunakan bantuan dari Google Translate untuk memahami jurnal-jurnal yang saya anggap level bahasa Inggrisnya tinggi.")

With the help of GT, participant 2 claimed that she saved a lot of time in reading journal articles which were considered to have a high level of vocabulary. As a result, the participant felt enabled to comprehend the content of the journal articles better. Other than that, she agreed that this challenge in the reading process could be solved through the use of GT as a translation helping tool.

Another similar opinion came from participants 3 and 5 as they thought that GT was needed to look for a wide range of academic vocabulary since it was different from the usual words used in a daily conversation. These findings are also in line with [Kol et al. \(2018\)](#) who found out that GT can be utilized as a learning aid to look for a high level of academic vocabulary.

P3: "So, I often use Google Translate to help me understand research journals because the vocabulary is not like what we have in daily conversation."

("Jadi aku sering banget menggunakan Google Translate untuk membantu aku memahami jurna-jurnal penelitian. Kenapa karena yang pertama susah banget kata-katanya tuh bukan kata-kata yang kaya daily conversation gitu.")

P5: "Yes, if the sentences have a high level of vocabulary. I mean it is harder than the common vocabulary."

("Yes, biasanya kalimat sih kalo bahasa Inggrisnya tinggi. I mean lebih susah gitu.")

To sum up the findings, this machine translation has helped the learners to understand more about the content of journals that have a high level of academic vocabulary. Learners usually looked up the meaning of unfamiliar words in GT so that they could have a better understanding of the content of the text.

The Assistance of Google Translate in Finishing Writing

The fact that GT can assist students in arranging words from Indonesian to English is consistent with the study conducted by [Kol et al. \(2018\)](#). It is stated that GT can be utilized as a learning aid that will assist learners with the grammar in using academic vocabulary (*ibid.*). For instance, participant 4 who was helped by GT in term of words arrangement:

P4: "Google Translate helps me to form Indonesian sentences to English."

("Google Translate membantu saya untuk menyusun kata dari bahasa Indonesia ke bahasa Inggris.")

In this case, GT has helped participant 4 to imagine and/or give an overview of how a sentence should be formed. With the assistance of GT, she could know better how to put words in the right order.

In the process of writing, participant 1 claimed that GT has helped her with translation matters. This finding is in line with [Giannetti's \(2016\)](#) statement. He states that "Google Translate also provides an opportunity for the users to improve upon the translation and input a suggested translation". For instance, participant 1 would need the assist from GT if she found unfamiliar words that she was about to write in her paper:

P1: "I think Google Translate is very helpful in doing my writing, especially in the translation process."

("Menurut saya Google Translate sangat membantu dalam mengerjakan writing saya terutama dalam menerjemahkan.")

At the first place, in the process of writing itself, participant 1 was worried about unfamiliar words she was going to write in her paper. Therefore, participant 1 would open GT to look up several words that she was still uncertain about. She wrote down the Indonesian version first before translating in GT. However, this behavior could lead the learner to depend on GT. This drawback of using GT in Academic Writing class would be discussed further under the sub-heading The Risk of Dependency on Google Translate.

The Improvement on Academic Vocabulary

The findings under this sub-heading are supported by [Kol et al. \(2018\)](#) as they said that GT can be utilized as a learning aid to look for a high level of academic vocabulary. Based on the data collected by the researchers, two out of the five participants agreed that there is an improvement in their academic vocabulary. For example, P2 and P3 noticed that they had limitations in the vocabulary. Mentioned by P2, there was obviously an improvement on the vocabulary knowledge since sometimes individuals had a limitation on the vocabulary:

P2: "Of course, there was a change since we sometimes really have limitations in vocabulary knowledge."

("Tentunya ada perubahannya karena terkadang kita sangat minim vocabulary-nya.")

P2's statement is supported by P3 who said there was limitation on her vocabulary. Also, she translated her work to English, and then she looked at the vocabulary once it was translated. Then, she paid attention to the vocabulary she wanted to change.

P3: "My vocabulary is very limited. I translate words in Indonesian to English, then the result will pop out and I usually see which vocabulary I'd like to change."

("Penggunaan kata-kataku tuh limit banget. Aku translate-in ke bahasa Inggris, terus kan keluar tuh dan aku kaya ngeliat vocab mana aja yang pengen aku ganti gitu aku biasanya.")

To sum up the findings under this subheading, the researchers conclude that GT can be helpful to help learners improve their academic vocabulary since it is frequently used to look for unknown words. By the assistance from GT, the limitations of vocabulary knowledge can be solved so that the learners can continue their works. Although [Kol et al. \(2018\)](#) agree that GT made it easier for students to formulate academic words, [Sukhwan's \(2014\)](#) study found out that new vocabulary knowledge cannot be retained for a long time in the students' memory.

The Risk of Dependency on Google Translate

The risk of students' dependency on GT was also discovered in this study. These findings are in line with [Groves & Mundt's \(2015\)](#) research findings which discovered that GT had made learners depend on it as they wrote down a paragraph in their first language (L1) and gave it to GT in order to get the translated version of their paragraph in the target language (TL). For example, participant 1 stated that she felt that she had relied too much on GT as she often used it:

P1: "Students would feel dependent on Google Translate, so they would tend to run to Google Translate."
 ("Merasa ketergantungan dengan Google Translate. Jadi, sedikit-sedikit mereka menggunakan Google Translate.")

The frequent use of Google Translate in the Academic Writing class had made participant 1 to rely on it. She mentioned that she as a language learner had a tendency to frequently use GT.

In addition, participant 2 agreed with the issue of GT dependency as she said that she also depended on GT. This finding is also in line with [Groves & Mundt's \(2015\)](#) statement which said that GT tended to make learners rely on it.

P2: "I experienced dependency on Google Translate."
 ("Saya mengalami ketergantungan atau kecanduan terhadap Google Translate.")
 Participant 2 said that she depended on GT whenever she had a hard time to finish assigned tasks in the Academic Writing class. Therefore, she considered herself to rely heavily on GT.

Other than that, P3 also agreed that she, herself, could not free herself from relying on GT or in other words could not survive in the classroom without GT. In order to finish tasks in the Academic Writing class, she used GT that she blatantly stated that she translated a whole paragraph.

P3: "I have not been able to be that independent when using Google Translate."
 ("Aku belum bisa itu sih maksudnya belum bisa yang segitu mandirinya pake (kalau ngga pakai) Google Translate.")
 P3: "First, I arrange one paragraph, then I will put it on Google Translate."

("Aku arrange dulu satu paragraf habis itu aku taruh di Google Translate.")

This behavior leads to an adverse impact of using GT. Thus, this finding is also consistent with [Groves & Mundt's \(2015\)](#) statement which said that GT had made learners dependent on it.

Additionally, participant 4 noticed that the negative impact of GT is that it makes students rely heavily on it in the Academic Writing class. This finding also supports [Groves & Mundt's \(2015\)](#) statement that GT has a negative impact of making students dependent on it.

P4: "In my opinion, the negative impact brought by Google Translate in the classroom was I became dependent on it."
 ("Menurut saya pengaruh negatif Google Translate di kelas itu, saya jadi bergantung kepada Google Translate.")

Participant 4 considered GT brought a negative impact since it made students rely on it. She herself mentioned that she would only copy and paste the work from GT.

Based on the confessions of the participants, the researchers conclude that GT has a tendency of making the learners depend on it. This machine translation has made them overuse it as they consider that they have not been able to be independent to do any task without the help of it. Therefore, in order to survive or finish any given task, they would always use GT.

The Risk of Using Google Translate as a Shortcut

Another adverse impact brought by GT is that it made students use it as a shortcut in their journey of learning. These findings are in line with [Harris' \(2010\)](#) research finding which found out that students' habits of using GT as a shortcut in their learning. It is discovered that students tend to use GT as a shortcut whenever they are given a task (ibid.). In this study, participant 1 agreed that students would tend to automatically run to GT whenever they had a hard time doing any assignment given by the lecturer.

P1: "So, they would be frequently running to Google Translate."
 ("Jadi, sedikit-sedikit mereka menggunakan Google Translate.")

Another confession came from participant 2 where she confessed that GT would be the first option to run as a machine translation since she considered it as an easier way to do translation.

P2: "I definitely would run to Google Translate. I was thinking like why we had to choose a harder way when there was an easier one. Based on my opinion, why I had to struggle like that if there was an efficient way."

“Saya pasti akan menggunakan Google Translate. Saya mikirnya seperti ini, kalau ada yang mudah kenapa saya harus cari yang sulit. Menurut saya kalau ada jalan yang efisien kenapa saya harus bersulit-sulit seperti itu.”)

Furthermore, participant 3 agreed that GT could be used to translate a whole Indonesian paragraph to English. This participant’s behavior, based on the researchers’ opinion, shows that she used GT as a shortcut as the participant would just directly give her work to GT.

P3: “First, I arranged one paragraph, then I would put in on Google Translate.”
 (“Aku arrange dulu satu paragraf habis itu aku taruh di Google Translate.”)

Additionally, participant 4 also confessed that she directly copied and pasted the translated version of her work from GT to Microsoft Words. Similar to participant 3, this behavior is considered to be using GT as a shortcut.

P4: “For instance, I pasted my work to Google Translate. Then, I would copy and paste the result from Google Translate in my Ms. Word.”
 (“Misal dari tulisan saya, saya copy, saya paste ke Google Translate. Terus nanti dari Google Translate kalau sudah diterjemahkan kemudian saya copy lalu paste lagi di Word saya.”)

Based on the findings above, it can be concluded that learners tend to utilize GT as a shortcut in language learning as they would just automatically run to it in order to finish any given task. Therefore, once again, they would automatically go to GT to survive and/or finish every assignment.

The Low-Quality Piece of Writing Caused by Google Translate

The findings of this study which are presented under this sub-heading are consistent with [Harris' \(2010\)](#) finding which shows that students who are using GT to do their project will have a poor quality of their project result. For example, participant 3 of this study realized that her piece of writings would only have a ‘Google Translate only’ quality:

P3: “So, my writing quality would be just on Google Translate level.”
 (“Jadi kualitas aku ya sebatas kualitas Google Translate gitu sih.”)

From participant 3’s case, we can see that she depended heavily on GT to finish any writing task. Participant 3 directly gave her work to GT. Therefore, this behavior leads to a low quality of writing product. In other words, the writing quality was only based on how GT could do. However, it could not be denied that students might have not been able to go beyond it wither, hence they considered GT has helped them to get better results.

The Impact of Using Google Translate on Grammatical Proficiency

The findings of this study under this sub-heading support [Josefsson's \(2011\)](#) and [Bahri & Mahadi's \(2016\)](#) claim that GT could not explain what areas of grammar used in the translated text. Other than that, GT does not have any grammatical explanation in the translated text (*ibid.*). For instance, participant 5 who thought that there was no change in her grammatical proficiency after using GT:

P5: “I don’t think there is a change in (my) grammar (proficiency).”
 (“Kalo (pengetahuan akan) grammar sih kayaknya gak ada.”)

Participant 3 specifically explained the reason why it happened, as follows:

P3: “It did not really take effect on grammatical proficiency as I used Google Translate only for doing my assignments without reflecting anything, for example what I got or what improvement in myself.”
 (“Nggak sengaruh itu soalnya walaupun ada tugas gitu kan ya udah gitu aku pake Google Translate ya untuk ini doang apa sih ngerjain tanpa aku kayak merefleksi itu dari tugas itu, apa yang aku dapet, terus ada improvement apa dalam diri aku.”)

To sum up, the zero improvement on grammatical proficiency is mainly caused by the behavior of the learner who does not reflect on what she has done in every task. For example, participant 3 did not get any change in the area of grammar since she never re-checked the work from GT.

However, surprisingly all of the participants of this study are aware that the grammar used in GT created texts is not always correct. Their awareness of the weakness of GT is in line with [Josefsson's \(2011\)](#) statement that GT seems to only do a literal translation instead of an appropriate one. For instance, participant 1 stated that according to her opinion, the grammar on GT was not always right, so she always checked it whether it was true or not.

P1: “In my opinion, the grammar used in Google Translate was not always correct.”
 (“Menurut saya grammar yang digunakan di Google Translate itu belum tentu benar adanya atau belum tepat.”)

By looking at the translation from Google Translate, participant 1 sometimes realized that the grammar was less precise. Therefore, she needed to re-check the translation from GT.

Participant 4 also realized the grammatical mistakes made by GT by telling that sometimes the grammar on GT was still wrong. Participant’s 4 awareness supports [Bahri & Mahadi's \(2016\)](#) and [Groves & Mundt's \(2015\)](#) research finding which found that GT is not always reliable in foreign language learning.

P4: "...although sometimes there is still something wrong on the grammar in Google Translate."
 ("...meskipun kadang masih ada salah di grammar-nya kalo di Google Translate.")

However, Participant 4 mentioned that she kept using GT even though she knew that the grammar in the translation result was not always correct.

The results of the analysis of the data collected from the interviews revealed that tertiary level students perceived the use of GT in Academic Writing class helped them in both reading journal articles and writing their academic papers. It helped them to understand the content of the academic journal articles better, and it also helped them to formulate or arrange English sentences in their academic papers. Besides that, the participants of this study also stated that the use of GT helped them improve their vocabulary knowledge. This findings are in line with the findings of [Bahri and Mahadi's \(2016\)](#) and [Jin and Deifell's \(2013\)](#) study in which the participants of their study stated that the use of GT could advance their reading and writing abilities. The difference between the finding of their study and the finding of this study lies on the context where their study was conducted in ESL context and this study was conducted on EFL context. Thus, the finding of this study could contribute to a new insight on how Indonesian (EFL) tertiary level students perceived the use of GT in the academic writing class. From this study, it was also found that the use of GT has a drawback that is a heavy reliance of the students on GT to do their tasks in Academic Writing class. No wonder that [Kol et al.'s \(2018\)](#) study revealed that GT was considered inappropriate by teachers to be used in writing programs since the teachers considered the writing products produced by the students as a result of a machine work. Besides that, this study also found out that the students felt that the use of GT did not give them any improvement on their grammar proficiency because they felt that the translation from GT was less precise which may affect their writing quality as only having a 'Google Translate' quality.

CONCLUSION

This study has attained its aim as it has discovered learners' perception of the use of GT in the Academic Writing class. From the research's results, it can be concluded that the students perceive GT to be beneficial for them in both journal reading and writing in which GT gives them an improvement on their vocabulary knowledge, and in the writing process, GT helps the students to formulate or arrange sentences in English. However, the participants of this study also view GT to have more negative drawbacks as GT makes them rely heavily on it to finish their writing tasks, and the learners use it as a shortcut in the learning process. It is discovered that they would directly run to the translation machine in order to survive and/or finish any given task. Other than that, they perceive GT as not giving any improvement on their grammatical proficiency.

From the findings of this study, the researchers suggest students to use GT as a learning helping assistant in the classroom in an appropriate way so that the negative effects of the tool can be minimized. The behavior of using GT as a shortcut in language learning has impacted students to be

dependable to the tool. Thus, it would be much better for students to be able to control themselves in using GT. As for teachers, it is suggested that they have to frequently monitor their students' behavior in using GT in the classroom. It cannot be denied that the roles of teachers in the learning process matter. Even though this study has attained its aims, there is a limitation of this research. The participants of the study are only from one particular context. Thus, the result of the study cannot be generalized for another context. Therefore, the researchers suggest future research to explore wider context to find out whether GT is beneficial to be used in writing, especially academic writing, or not. Moreover, the researchers encourage future studies to explore whether GT is effective to be used in language learning, especially in academic writing, from the perspectives of both, the students and the teachers.

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An investigation of verbal interaction between teacher and students in teaching English as a foreign language

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The study of verbal interactions between teachers and students in English foreign language classes focuses on understanding the dynamics and communication patterns that occur during the language teaching and learning process. The current study reveals the issues about investigating types of verbal interaction realized and also investigating its impact on students' speaking achievement by an English teacher and students in the classroom. This study included 43 students from MTS Negeri 3 Medan grade VII-3 and one English teacher. The data was probed through classroom observation, recording the teaching classroom interaction. The finding exposed that firstly, teacher talk was dominantly practiced English in the teaching classroom interaction rather than students' talk. Secondly, the types of verbal interaction that occurred in the teaching classroom interaction by which realized by an English teacher were: 1. Asking Questions interaction 33%, 2. At lecturing classroom interaction 9%, 3. Giving Direction interaction 11%. The total percentages of all types of scores are about 53%. The types of verbal interaction that were applied by the students as follows; 1. The students' talk responses 23%, 2. The students' talk initiation 10% by which accumulated about 33%. They were 14 percent of students not giving any feedback (Silence). The speaking score at final test showed that 34,88% or 15 students who were able in verbal interaction between teacher and students. Consequently, this scholarly paper also provides advice on English teacher to highlight effective teaching practices and provide insight into how language learning can be enhanced through meaningful and engaging interactions.

Keywords: Classroom Verbal Interaction, Teacher Talk and Student Talk

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INTRODUCTION

English learning strongly needs much verbal engagement and interaction for students to demonstrate their ability and practice target language (Brevik & Rindal, 2020; Menggo et al., 2019). Classroom verbal interaction plays a significant role to create a very enjoyable learning and democratic learning at achieving the qualified learning outcome. The successful learning is creating a productive environment that is one of the teachers' important roles supported by doing a good process of how to make learners feel in real society and feel enjoyable and comfortable (Isrokatun et al., 2021; Putro et al., 2020). These are potentially acquired depending on how strong of teacher and student commitment.

In general, a common problem for a foreign English teacher (EFL) is dealing with passive students who are not responsive and incentive in responding to teacher voice contacts in discussions ([Some-Guiebre, 2020](#)). Teaching should focus on facilitating the learning process; the teacher is expected to not only formulate but also manage activities to enable the pupils to obtain the objective ([Hien, 2021](#)). In the classroom, interaction is essential to the teaching and learning process. Excluding this process, may not allow the pupils to comprehend the lesson effectively.

The challenge in the learning process is the difficulty of creating a communication interaction between teacher and student ([Munawaroh, F., Sutrianingrum, S., & Khairi, 2023](#)). During the lesson, sometimes the teacher does not get a reaction from the student, even though the student is consciously willing to give a response ([Mardiningsih et al., 2023](#)). The position of teachers in such actions is as a controller and initiator, the teacher must successfully adopt interactive ways and construct an interactive classroom ([Siallagan, 2021](#)). In this case, in order to have a good learning process, teachers and students must make agreements and collaborate so that learning can go according to the purpose of learning ([Ginting et al., 2021](#); [Syafrayani et al., 2022](#)).

According to [Maiza \(2021\)](#) verbal interaction is one of the steps that can be taken to demonstrate the skills of the target student's language practice. Additionally, some experts advise that interaction will provide opportunities for pupils to practice their competencies and aid in their learning ([Afifah, 2012](#); [Handayani et al., 2019](#); [Zubaidah, 2020](#)). Through conversing with this activity, having an active communication, students may acquire their competencies. The cooperative sharing of ideas, beliefs, or thoughts by two or more individuals that has a mutually reinforcing effect on them will enable interaction. When teachers engage in reciprocal interaction, they are encouraging students to participate as well as helping them learn ([Hwang et al., 2023](#)).

Teacher when interacting not only emit language sounds, but also have a specific purpose or purpose from the speech delivered to the students. The discourse study model classroom interaction has been conceptualized by many experts such as ([Erlangga Heri, 2021](#); [Knapik et al., 2019](#); [Ma et al., 2021](#); [Prayitno et al., 2019](#)).

METHODS

The research was conducted through a qualitative research design in which FIACS strategies analysis was applied to investigate the whole data. The FIACS technique covers the interaction between teacher and students. The FIACS can change the teacher teaching style ([Inamullah et al., 2011](#)). This research aims to investigate the types of classroom verbal interaction used by an English teacher and student and to investigate its impact on the student's English-speaking achievement. The subject of this research was an English teacher and 43 students in grade VII-2.

The research was carried out in Madrasah Tsanawiyah Negeri 3 Medan. The data for this research are verbal interactions in the classroom between the English teacher and students which were taken authentically through classroom observations, the teacher's verbal interactions influence student learning activities ([Lutfitasari & Sudarto, 2023](#); [Puspitasari & Putra Danaya, 2022](#)). So classroom teaching interactions, interviews and speaking tests in the final semester were recorded collaboratively by English teacher and researcher.

RESULTS AND DISCUSSION

Investigation of Verbal Interaction in the Classroom

In this research, the data were taken from teacher-student interaction during the classroom. The researcher also examined the observed data using Flanders' Interaction Analysis Categories ([Odiri Amatari, 2015](#)). The data result, is the interaction of every meeting in the English class including the teacher's conversation and the student's talk.

Teacher Talk Analysis

The first recording; There was a teacher talk. However, the teacher only gave an opinion about the lesson. Therefore, it caused some elements of classroom interaction to disappear such as the use of encouragement, giving clues, giving feedback, cooperative, collaborating and creating a democratic environment. Although the students weren't very engaged in the lesson, they still provided the teacher with feedback because the teacher kept asking them to.

Second recording; There was a teacher talk. However, The student is inactive because the student does not follow the instructions of the teacher so the class is was unfavorable, such as some of them did not do the homework, and some others worked on their homework and did not listen to their teacher which led to the teacher's anger. This may affect the classroom interaction that does not run well. In the second meeting, there was hardly any communication between the teacher and the students. The teacher reflected on the previous meeting and suggested that the students complete their homework at home rather than in class. Then, the students remained silent. At that point, the classroom environment was essentially passive.

In the third recording; There were five out of seven teaching effectiveness aspects appeared during in the classroom interaction including asking questions, giving directions, expressing gratitude or encouragement, lecturing and accepting feelings.

Fourth recording; The teacher required students to memorize some grammatical rules such as present, past tense and participle verb. While doing this, the educator listened and scored their performance. Through the process, the teacher talk was less than student talk, the students actively focused on the task given and the teacher only observed and gave the score to the students.

Student Talk Analysis

First recording; at the time of learning the student does not focus after the first minute of the recording. The first minute

of silence was undoubtedly spent in silence, but after reading a book, they could respond to the teacher's questions and feedback. The predominant feature of student discourse is Student Talk Response refers to the way in which students respond to the teacher's remarks. The teacher poses a question, and the student provides an answer.

Second recording; students were nearly passive since they had not completed their assignment. They listened to the teacher's advice without responding. As a result, on the second recording of the lessons in the classroom, the teacher still gets a fraction of the student's response.

Third recording; The students' talk occurred during the classroom interactions. Silence, pause, or confusion; student talk response; student talk initiation was observed during the meeting. Compared to the first and second recordings, students were more engaged in the third recording and were eager to learn. The teacher noticed this at the start of the meeting and was moved by their enthusiasm.

Fourth recording: Students are more active in learning, and students are more confident because teachers have been given the task of mentioning verb forms as homework. As a result, at the fourth recording, student talk outweighed teacher talk.

TABLE 1 | The proportion of the aspect of classroom interaction between teacher and students

No.	Aspect of classroom Interaction Teacher Talk (Indirect influence)	Frequency	Percentage	Percentage of teacher Talk
1	Accepts Feelings (AC)	1	1%	1
2	Praise or Encouragement (PE)	1	1%	2
3	Accepts or Uses ideas of Students (UI)	3	3%	3
4	Asking Questions (AS) Teacher Talk (Direct influence)	24	25%	4
5	Lecturing / Lecture (LE)	9	9%	5
6	Giving Directions (GI)	11	11%	6
7	Criticizing or Justifying Authority (JA)	2	2%	7
Student Talk Percentage				Percentage of Student Talk
8	Student Talk Response (STA)	22	23%	
9	Student Talk Initiation (STI)	10	10 %	
		32	33%	
Percentage of silence				
10	Silence or Pause or Confusion (SPC)	13	14%	14%
Total		96	100%	100%

Based on the findings [table 1](#), it is possible to conclude that the most prominent qualities in the classroom interaction were teacher discourse, implying that the instructor was the most actively involved in the classroom interaction.

[Marzano & Marzano \(2003\)](#) found that teacher talk control had a high rate of classroom involvement It indicates that teachers spend significant time controlling students, such as by offering guidance and criticizing or defending activities This indicates that a students was expected to follow instructions, commands, or orders from the teacher in a significant way. The outcome also showed how much time the teacher spent accepting the students' feelings, praising or motivating them, and accepting or utilizing their ideas. Seldom did the teacher clarify, build upon, or develop concepts that a student had proposed. It is suggested that the teacher should give more encouragement in order to boost student involvement in class discussions. Also, the pupils did not participate actively in class discussions. The result presents that during the entire teaching-learning period, student participation—that is, talk response and talk initiation—was more modest.

As part of the analysis of teacher talk types, forms of teacher talk should be identified and categorized into seven patterns, and their relationships should be broadly understood ([Sistyawan et al., 2022](#)). According to the results, the teacher most commonly employed six different approaches: accepting feelings, praising or encouraging,

using students' ideas, posing questions, lecturing, and providing instructions.

The findings of the class observation are presented in this section, detailing the activities that the teacher and the students engaged in during the process of teaching and learning. The percentage calculation is done using a record of what is done, how often each chat, and then the result is to determine the average for teachers and students.

The data above clearly shows that teacher discourse predominated in the process of teaching and learning, with the instructor being more active in the classroom verbal engagement. The teacher's speech did not fully emerge from students' input, such as offering an opinion that is directly relevant to the content discussion, but it largely emerged from asking the question that is often asked in the classroom. Teacher speaking took up a considerable percentage of class time, and the teacher predominately used Bahasa Indonesian in classroom verbal engagement ([Ummah & Bisriyah, 2022](#)).

Based on the result from the students' final test in [table 2](#), the total score of the students was 2770, with the number of students 43. The mean score was $\bar{X} = 2740/43 = 64.41$. Where the student got to score more 70 was 34.88% or 15 students and the students got score less than 70 was 61,11% or 28 students. It can be said that learning English in class between students and teacher did not do much interaction; teacher was dominantly talking in the class. There was the reason that caused students to speak less in class, such as students did not interested in participating in learning

English so they did not focus on the teacher and student prefer to exchange ideas with their friends and this is consistent with studies research from ([Lestari et al., 2023](#); [Yelvita, 2022](#)).

TABLE 2 | Students' Speaking Achievement in Final Test

No.	Students' Initial Name	Pronunciation	Grammar	Vocabulary	Fluency	Comprehensibility	Total Score	Able	Unable
1	DSYP	10	13	12	12	13	60		
2	RRD	10	11	12	10	10	53		
3	RPM	8	9	8	10	12	47		
4	RMY	11	14	12	14	14	65		
5	RDI	9	11	11	11	13	55		
6	SSI	13	14	13	13	14	67		
7	SNI	12	14	14	13	15	68		
8	SSA	9	11	8	10	12	50		
9	SPN	8	11	9	10	12	42		
10	SN	12	14	13	14	15	68		
11	SML	13	14	13	14	14	68		
12	SYA	13	15	14	15	14	81		
13	SAA	7	9	10	11	12	49		
14	SOA	13	15	14	15	16	73		
15	SYH	14	15	16	14	15	74		
16	SSL	14	15	16	16	16	77		
17	SPM	10	12	11	10	13	56		
18	SMD	14	15	14	15	15	73		
19	SLN	14	14	13	14	15	70		
20	SLA	16	17	16	16	18	83		
21	SDY	13	15	14	13	17	72		
22	SFL	13	14	13	14	16	70		
23	SDW	11	10	9	11	15	56		
24	SMD	11	14	13	13	15	66		
25	SPM	13	15	14	15	15	71		
26	SLR	10	14	13	13	15	65		
27	SPL	14	15	16	16	17	88		
28	SAS	9	10	12	11	13	55		
29	SAR	8	10	9	11	12	50		
30	SNH	9	9	10	11	13	52		
31	SK	12	13	14	14	15	68		
32	SH	13	15	14	15	17	74		
33	SG	7	9	10	11	13	50		
34	TR	12	13	14	15	16	70		
35	TWD	13	14	13	13	14	67		
36	TDN	10	12	13	14	16	65		
37	TAD	14	13	14	14	15	70		
38	TAA	10	12	11	11	12	56		
39	TBG	12	13	14	14	16	69		
40	TWI	11	13	14	14	16	68		
41	TKA	13	14	14	16	16	83		
42	UAI	10	12	13	13	13	61		
43	VAR	7	8	8	10	12	45		
Total Number							2770	15	28
Mean							64,41		
Percentage of Able								34,88%	
Percentage of Unable									65,11%

However, students who got a score above 70 dominantly interacted verbally with the teacher because they also attend the private English course program. Based on the indicator of speaking assessment, it could be concluded that the English proficiency of students in interactions was low, especially in pronunciation. So, the verbal interaction between teachers and students was measly.

The Effect of Oral Interaction on Students' Speaking Attainment

According to observations, recordings made during classes, and interviews with students, showed a higher proportion of Indonesian language usage than English. This showed no visible impact of oral interaction between teachers and students on student speaking performance in the classroom, which can be seen from their recorded discussion. The teacher-student conversation was primarily in Indonesian. It indicates that the pupils did not practice their English-speaking skill and may not speak well when they were learning the language.

The data analysis above suggests the teacher dominate the verbal interactions with the students in the classroom. When instructing her students, the teacher employed indirect influence more often than direct influence. It was evident in nearly all of the conversations. Indirect influence is the question asked by the teacher to the student in the classroom. The teacher posed the question in an attempt to get the students to speak up, but she spoke primarily in Indonesian rather than English. This is in line with research conducted by [Hui, \(2023\)](#) and [Waloyo et al., \(2023\)](#) where teachers dominate verbal interactions more than their students

[Bambaeeroo & Shokpour \(2017\)](#) noted that there was no positive impact of oral interaction between teachers and students in the classroom on student speaking achievement. Based on the above references and the results of the research that has been carried out, it can be inferred that students are unable to respond to the researcher's questions in English, but in Indonesian. Evidence clearly found from the dialogue between teacher and student during the learning process: the findings found that students always speak using the Indonesian language to communicate with teachers, and teachers also use the Indonesian language when explaining the material, resulting in students not being able and unfamiliar with the use of English.

1. Asking Questions interaction 33%, 2. At lecturing classroom interaction 9%, 3. Giving Direction interaction 11%. The total percentages of all types of scores are about 53%. The types of verbal interaction that were applied by the students as follows; 1. The students' talk responses 23%, 2. The students' talk initiation 10% by which accumulated about 33%. They were 14 percent of students not giving any feedback (Silence). The speaking score at final test showed that 34,88% or 15 students who were able in verbal interaction between teacher and students. From the data above, the classroom verbal interactions were dominantly performed by teacher's talk and it also was clearly described that the students were passively learnt in the classroom.

CONCLUSION

After analyzing the data, it can be concluded that: The teacher's talk reaches more than fifty percent which is 53%, while the student's talk is a third or 33%, and the silence student is 14%. It shows that the teacher was dominated the classroom verbal interaction. While the students are less active, the teacher is more involved. The majority of the student talking period is devoted to answering questions from the teacher. There was no favorable impact of teacher-student contact in the classroom on students' verbal interaction. The percentage of students who scored higher than 70 was 34.88%, or 15 students, and the percentage of students who scored lower than 70 was 61.11 percent, or 28 students, who were unable to speak English.

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