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# A P P E N D I C E S

## Appendix 1: Journal List Documentation – UMY

**Journal of Foreign Language Teaching and Learning**

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**About the journal**

Journal of Foreign Language Teaching and Learning (English Education Department of UMY)

Journal of Foreign Language Teaching and Learning is published by English Language Education Department, Faculty of Language Education, Universitas Muhammadiyah Yogyakarta. The journal edition is released in January and July. It is available in the electronic version of ISSN 2280-0273 and print version of ISSN 0251-3529. Articles that have not been published are posted. The Editor in Chief, Associate Editors and Reviewers will review the articles and they can make changes to the draft without changing the contents of articles.

Journal of Foreign Language Teaching and Learning (JFLTL) is an open access journal and it means that the users or readers have the permission to take the contents/articles without any charge. The contents or articles are provided for those who want some materials about English teaching and learning for free. This journal is indexed by:

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**Encoding Young EFL Learners' English Vocabulary Acquisition by Utilizing Puppet Pictures as Storytelling Media**  
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**Reading Comprehension and Test Taking Strategies of Different Achievement Levels**  
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**Communicative Language Teaching in Academic Vocational College Context: The Effect of Students' Learning Reception and Attitude on Their EFL Learning Performance**  
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28-35  
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Journal Title	English Language Teaching Educational Journal
Website	ELTEJ
Abbreviation	English Lang. Teach. Educ. J.
Frequency	3 issues per year (April, August, December)
ISSN	Print: 18128161/ISSN: 2798-1545
Editor-in-Chief	Dr. Est. Rus
Publisher	Universitas Ahmad Dahlan
Editorial Address	Surabaya Selatan   Sidoarjo   Indonesia

**English Language Teaching Educational Journal (ELTEJ)** is an English Educational journal published quarterly in April, August and December. The ELTEJ aims to provide an international forum for educational researchers, practitioners to disseminate their ideas on all topics related to English language teaching and learning. English literature in EFL, new techniques, it publishes its issues in an online version with e-ISSN 2798-1545 in collaboration with Inspec Program South Indonesia. Before digital submission **APR 2020**

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Author: Salsani, Saad, Hani, Alshaykh, Ali, Alshaykh  
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**UNIVERSITAS MUHAMMADIYAH SIDOARJO**  
ISSN 2503 - 3492 (Online)

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The Journal of English Education Society (JEEES) is devoted to exciting English teachers both as educators and researchers. The journal provides a platform for the publication of original research articles, longitudinal research, and brief reports. All articles should be written in English. Additionally, JEEES encourages authors to write in a way that is accessible to a wide range of English learners, which are essential for breaking the good language's perception and understanding of English.

JEEES invites scholarly contributions in various domains of contemporary research, including teaching and learning English as a first language (L1), second language (L2), and as a foreign language (FL). The journal also covers language planning and assessment, methodology, practice and curriculum development in English as a foreign language education, methodology, and approaches to multilingual education, and planning for integration of English.

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1. Ni Kuning Ni Nurwati (Universitas Pendidikan Indonesia)

2. Puji Rahmawati (Universitas Pendidikan Indonesia)

1) Corresponding Author

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#### Artificial Intelligence in English Language Teaching: Promoting Joint Participation in Online Communities

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2. Ulia Nur Hafidha (State University of Malang)


3. Widiyanti (State University of Malang)

4. Yudi Hartono (State University of Malang)

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#### Blended learning boost

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2. Sri Daryanti (Universitas Pendidikan Indonesia)


3. Puji Rahmawati (Universitas Pendidikan Indonesia)

4. Lutfi Nur Hafidha (Universitas Pendidikan Indonesia)

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#### Measuring COOval Thinking Skills through Performance Assessment: The Profile of ESL Students' Critical Thinking Skills

1. Jurneli Jurneli (Universitas Lambung Mangkurat)

2. Ayu Sri Petyah (Universitas Lambung Mangkurat)


3. Jurneli Jurneli (Universitas Lambung Mangkurat)

4. Ayu Sri Petyah (Universitas Lambung Mangkurat)


1) Corresponding Author

PDF HTML EPUB

Email: jurneli.jurneli@ulm.ac.id Phone: 0812 3456789



#### The Effectiveness of Blended Learning in Enhancing Oral Proficiency in Academic English: An Exploratory Investigation



ISSN

ISSN 2503-3492 (Online)

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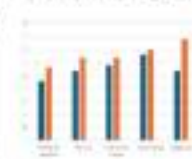
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## Appendix 4: Discussion Section

### Muhammadiyah University of Yogyakarta

#### 1) The Use of Augmented Reality-Based Learning Media: Arloopa for English Descriptive Text in Secondary School

Journal of Foreign Language Teaching and Learning  
 Volume 6, No. 1, January 2024  
 Available online at: <http://ejournal.uin-suka.ac.id/index.php/FLLT/article/view/1042>  
 e-ISSN: 2502-2970, p-ISSN: 2512-7080

Figure 8. Virtual cat of Arloopa in the classroom.  
 Author's collection



In the next step, the teacher asked several questions related to the text that had been read. The students simultaneously answer the questions posed by the teacher. At the end of the lesson session, the teacher asked students to rewrite the contents of the text that had been read but still displayed the virtual animals described. At the end of the class, the teacher asked the students to make their descriptive text by describing the object presented by Arloopa via LCD Projector. The students are enthusiastic about doing that assignment. They can describe something differently more easily than before.

Benefits who participated in the class using found that students learned descriptive text much better using Arloopa's AR learning media featuring virtual animals. Students are virtual animals as if they were real. It is strengthened by seeing the characteristics of the animal. How an animal's physical characteristics, such as head/face, skin color, and body shape, can be seen. Virtual animal displays can help students arrange words into sentences that explain animal objects. Using Arloopa for learning descriptive text can increase students' attention and motivation in learning and also increase students' creative thinking. These findings were in line with the work of other studies in the area of utilizing digital learning media (Hutomo et al., 2012; Isnaningrum, 2011; Lani et al., 2018; Wilmas & Chohan, 2018; Yu et al., 2018)

#### Conclusion and Implication

Digital learning media can be defined as media that help teachers in the teaching and learning process by utilizing applications to deliver the learning material. Augmented reality

#### 2) Communicative Language Teaching in Aviation Vocational College Context: The Effect of Students' Learning Perception and Attitude on Their EFL Learning Performance

Journal of Foreign Language Teaching and Learning  
 Volume 6, No. 1, January 2024  
 Available online at: <http://ejournal.uin-suka.ac.id/index.php/FLLT/article/view/1042>  
 e-ISSN: 2502-2970, p-ISSN: 2512-7080

Table 4. Results of statistical analysis on learning attitude and learning performance

Learning attitude and learning performance	F	df	p	η <sup>2</sup>
Subscales of learning attitude and learning performance:	0.840	600	0.668	0.000
- Sociomaterial	0.003	678	0.977	0.000
- Culture	0.003	618	0.978	0.000
- Communication	0.000	600	0.977	0.000
- Active involvement	0.000	678	0.978	0.000
- Self-efficacy	0.246	648	0.618	0.000
- Satisfaction	0.624	600	0.429	0.000

Table 4 shows a significant positive effect of learning attitude on students' learning performance ( $F = 0.840$ ,  $F = 0.000$ ,  $df = 600$ ,  $p = 0.000$ ). This effect was considered to be a big effect (Cohen, 1988,  $f^2 = 0.004$  medium, medium to large size students' learning performance could be higher when the students possess a higher learning attitude). For the effect of the subscales on the students' learning performance, sociomaterial had been the most influential subscale of learning attitude toward learning performance ( $F = 0.003$ ,  $F = 0.978$ ,  $df = 678$ ,  $p = 0.000$ ). Communication could be the most influential factor in contributing to the increase of the learning performance. The second most influential factor was active involvement ( $F = 0.000$ ,  $F = 0.978$ ), then followed by self-efficacy ( $F = 0.246$ ,  $p = 0.000$ ), culture ( $F = 0.003$ ,  $p = 0.978$ ), and satisfaction ( $F = 0.624$ ). It can be seen that independence had been the least factor contributing to the increase of EFL learning performance as it has led to a 0.1% contribution and sociomaterial approach.

#### Discussion

This present study found that the students' learning perception affected their learning performance in the C-FL classroom setting. They showed that the internal factor (communicative competence) ability in communicative competence, learning experience, and learning attitude were less significant in affecting their learning performance. Instead, their external factors, including teacher's instruction, learning media availability, learning activities, selected learning media, and importance of learning and motivation in learning were more significant in affecting their learning performance. Schumann and Schumann (1978) agreed that external factors might contribute to the level of learning performance since these factors had been

significant traits in determining one's perception. For instance, Wang and Dagal (2016) conducted a study on revealing personal and surrounding environment influence on the steps of learning achievement. Zaida (2018) perceived that the surrounding environment gave better efficacy in accomplishing learning goals and getting the best learning performance. Even though this study was only limited to general environment factors (i.e., peer and teacher support and infrastructure availability), this study exhibited that environmental traits influenced one's learning performance better than personal factors (i.e., self-learning management). Some similar studies also found similar findings, which justified why the present study's respondents showed higher influence of the external factors (Bhowmik et al., 2023; Basul et al., 2018). In other studies, Arini and Wahudin (2022) proved that positive and good students' learning perceptions led them to master the materials easily, and Siron et al. (2020) supported that there was a connection between how students perceived subjective views of the lesson and how they accomplished the lesson. Hence, the effect of learning perception (especially the external factors) on learning performance ought to be considered by teachers as this variable was found to be more significant than the internal factors.

In a setting of vocational vocational college, students were confronted by activities, including but not limited to physical and academic exercises (Ali et al., 2020). Many studies in this setting found that the students were easily exposed to physical exhaustion and mental issues due to unappetitive environments (Fonseca et al., 2023; Bachmann et al., 2023). Descente (2013) conducted a study to reveal whether using learning video in CLT classes for aviation vocational college can boost students' English skills. The study found that the use of audio and the interaction done by the students were significant. Therefore, the learning environments helped them determine the success of accomplishing the course. Since the aviation vocational college was considered similar to a non-military school, another study found that learning EFL could be a challenge for teachers as they had to prepare the materials intensively to increase students' awareness and perception (Al-Ammari, 2015). This highlights to the teachers implied that external factors matter and contribute to helping students evaluate their EFL learning process and attainment (Siron et al., 2020). Thus, providing a good learning atmosphere and setting could be an effort to actualize the external factors of learning perception.

Generally, learning perception refers to how individuals understand, interpret, and respond to the learning process (Kerstin & Yagci, 2021), including understanding the teacher's teaching methods, the interaction between teachers and students, and discipline in learning activities (Cifano, 1999). Research shows that students' perceptions of teachers' teaching methods can affect their learning achievement (Saini et al., 2023). In addition, reciprocal interaction between teachers and students was considered important in improving students' understanding and memory of learning materials (Tan et al., 2020). Learning discipline also played a crucial role in improving students' learning achievement, where students who lacked discipline tended to have low learning achievement (Wang et al., 2022). Therefore, paying attention to and improving students' learning perceptions, interactions, and learning discipline was important to improve the quality of the learning process.

The present study also found a significantly positive effect of learning attitude on student performance. The study concluded that the better the learning attitude, the higher the learning performance. Another studies also found that learning attitudes could increase students' learning performance in EFL classes (Lin, 2020; Nasution et al., 2022; Chien et al., 2021). For instance, A'yun (2021) conducted a study revealing students' learning attitudes while implementing EFL online learning using CLT. The study found that the unexpected final score implied the loss of students' learning attitude toward the material delivery process (A'yun, 2021). This study also showed the effect of learning attitude on student achievement (A'yun, 2021). Mandasari (2020) also found similar results: vocational students seemed to have good scores when they had a good attitude toward the learning process. The study conveyed that learning attitude affected students' learning performance.

Another result found in the present study was that engagement, active involvement, and collaboration were the dominant factors in influencing learning performance within the setting of the CLT classroom. Shabid et al. (2022) believed that CLT aimed to enhance interpersonal skills, so the learning process required more student participation during the class. As it was a student-centered approach, CLT was believed to be an approach that asked for more collaboration during classroom activities (Vogus et al., 2021). Many previous studies also found that students' engagement and active participation during the EFL learning using the CLT approach were the most influential determinants of how success the students accomplished the

lesson (Günzel & Sarwaningsihana, 2020; Ruzola & Yanti, 2021). Different studies found that engagement and active involvement did not guarantee the students higher scores (Bouchrika et al., 2023). Several factors, such as the absorption of relevant learning efforts or the organization of CELT activities, may cause this fact. Therefore, CELT activities invite the participants to be more active and communicative (Ghani et al., 2023).

The results of this research suggested that the individuals involved in the study possessed highly positive attitudes referring to the feasible and optimum methods individuals had toward various aspects of learning. These attitudes were characterized by a consistent attitude toward implementing CELT activities. They acknowledged the benefits of participating in such activities within the subject matter on the instructional framework of English language education for individuals whose native language was not English, commonly referred to as teaching English as a Foreign Language (TEFL) (Mubandri, 2021). CELT as a pedagogical approach encompasses a range of activities that were highly favored by students, including engaging in pair conversations, participating in group discussions, describing visual stimuli to peers, delivering narratives in a public setting, and collaborating on group projects (Phillips & Hammond, 2019). Therefore, CELT could be beneficial to teach more communicative aspects when learning EFL.

#### Conclusion and Implication

This study concluded that learning perception can shape student's learning performance. Regarding learning perception, external factors encompassing teacher's instructions, learning media availability, learning activities, student learning goals, and experiences of assessment of learning and assessment as learning is more significant in influencing student's learning performance. This study also stated that learning attitude also affects student's learning performance. This study finds that engagement, active involvement, and collaboration are the most dominant state influencing learning performance among the six subskills of learning attitude. Since the present study involved CELT activities, these three items can be justifiable as these are the characteristics of CELT. To the best of the researcher's knowledge, there have been limited studies on assessing how internal and external factors contribute to the shape of learning performance, and there are few studies examining how the six learning attitude influence the shape of perception and vice versa. Therefore, this study suggests that further research can be

### 3) Task-Based Activities to Improve Oral Communication Skills in Adult Learners

instructor lets one or two of them try to answer it. Besides, if the teacher's explanation was insufficient, participants could explain the topic or question in another way, using the target language.

#### Discussion

This study aimed to implement task-based activities to improve speaking ability through oral interaction in in-service teachers. Regarding the research question, to what extent will task-based activities improve adults' speech fluency? There was a significant improvement in adults' speech fluency by applying task-based activities. The result was in line with Lopez and Velázquez (2022), who stated that task-based language teaching (TBLT) has been considered one of the most useful and meaningful approaches to learning a foreign language. The results of Table 1 have considerably demonstrated the success of implementing task-based activities in improving speaking ability in adult learners. The goal was achieved as the candidates improved their communication skills and listening comprehension.

The teacher-researcher's roles in this study impacted students' learning results because they criticized their teaching. It is notable in the words of Davila and Barrera (2023), who stated that the teacher is the one who contributes to the success of the student's oral performance, contributing with effective guidance to the learning process.

Mejia et al. (2023) stated that educators should design a variety of meaningful tasks that allow students to improve their self-esteem while learning. As proposed, in this study, participants felt confident speaking using activities learned in the program that helped students' professional growth while reinforcing their knowledge and interaction with others.

Sánchez (2023) emphasized that motivation is essential for learning a second language, increasing or decreasing student performance depending on its application. Students in this study were motivated to speak because of the teacher's input during the speaking activities. The teacher provided flexible and interactive classroom resources that the students felt in a familiar learning environment. It facilitates the understanding and appropriate use of this methodology with the students.

Regarding the second research question, what is the students' perspective towards these activities? The data found coincided with the study by Quevedo (2023), who mentioned that the student's affective and cognitive commitment are the main factors that enable the acquisition of

a new language. Likewise, in this study, students concluded that task-based activities benefited them due to their total engagement in improving their level of oral expression with great achievements in their fluency and accuracy scores.

The students also found this strategy beneficial because they could better communicate their ideas by developing interpersonal relationships with their classmates, encouraging critical thinking in the students. According to Hepburn and Dumas (2019), it is essential to encourage interaction with peers due to the satisfactory conditions for acquiring a language. In addition to being more active in class, they will become more familiar with the rest of their classmates, improving and practicing what they have learned in the target language and fostering a pleasant learning environment.

On the other hand, participants mentioned that they felt they could not speak adequately and fluently when teaching their classes at the beginning of the study. They felt insecure and did not start communicating in the target language due to their pronunciation and accent problems. Bao (2019) supported this statement by stating that the lack of English teachers with adequate knowledge of communication in the foreign language reflects a great concern in the educational process.

In addition, some students shared frustration, stress, and nervousness while applying the study. They could not hold a short conversation without feeling those negative obstacles during the learning process. As highlighted by Lemiand-Claudia (2018), the anxiety filter increases in students because they feel uncomfortable or nervous while learning a language, blocking any input into the acquisition process. Undeniably, students have experienced such situations during the application of this study; however, their perspectives changed with the knowledge acquired through the strategy, consolidating its results into positive ones.

#### Conclusion and Implication

To conclude, the strategy of task-based activities to improve oral skills in adult learners was satisfactory and useful because the students improved their quality of English communication by applying meaningful TBLT activities to achieve the study's objective. It proved positive results as this application encouraged active interaction, cooperation, and student

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## 4) Improving Students' Engagement Using Collaborative Canva Storyboard

collaborative Canva storyboards into the educational setting. The findings provide a comprehensive understanding of how collaborative Canva storyboards improved students' engagement, motivation, and learning experiences in the classroom. They shed light on how this innovative tool positively influenced individual and group dynamics within the learning environment.

Students who participated in the study described how the technology allowed them to communicate meaningfully with their peers, even in virtual learning environments. They were inspired to collaborate by Canva storyboards' collaborative features to exchange concepts, develop creative solutions, and advance shared objectives. This collaborative element promoted a sense of community and support among young people while enhancing participation. Additionally, students underscored how the creation of storyboards together facilitated successful communication. They talked about how they needed to express their ideas in detail in order for them to be faithfully portrayed on the canvas. By using Canva storyboards, students improved their communication skills, which was considered a beneficial outcome and favorable in their interaction and general engagement with the course material.

#### Discussion

##### Discussion of the result of the observation

Based on the observation results, the students could pay attention to the presentation, meaning that students were better engaged compared to the previous session. During the presentation, the students actively took notes within their group to identify the key points presented. They sometimes were actively discussing the point of the presentation if they did not understand one or more things. After taking notes, the students were busy creating their storyboards by providing essential information about the presentation. Kirk (2009) asserted that engagement is an important antecedent of learning achievement, meaning that students' engagement is a departure of improved achievement of the students in the aspects of cognitive and non-cognitive.

##### Discussion of the result of the interview

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Based on the interview results, it is shown that the students felt happy and motivated as a result of using Canva Storyboards. Previous studies have also found that students felt motivated in writing when the teacher used Canva in the writing lesson (Ucaul & Dhanuhot, 2021). Students' interest, attention, and indication of happy feelings during a lesson using Canva have also been found in a previous study by Wulayanti et al. (2022). The following excerpt shows how the students felt while implementing Canva Storyboard to improve student engagement.

"I think such an activity encouraged us to pay more attention to the presentation. We usually did not pay enough attention because the educators (teachers) did not give us anything to do. She only asked us to listen and write our vocabulary notes."

The students interviewed also stated that it is better if the educators give such an assignment to future classes, as the students will get engaged better, as shown by the following excerpt.

"It will be better and more effective if the lecturer provides such an activity for the upcoming classes, as all students will more likely pay attention to the presentation. They will not keep chatting with one another."

#### Discussion on the results of the study concerning 21st Century Skills

In addition, using Canva storyboard also helped them to improve the 4Cs (communication, collaboration, critical thinking, and creativity) as described in the following part.

##### Communication

In terms of improving students' communication skills, using Canva storyboard will require them to communicate their ideas within their groups after taking notes about the presentation. Based on the result of the observation checklist, the students used their time to prepare their ideas to help other members develop a good storyboard based on the notes they took. Also, based on the interview results, the respondents agreed that their communication skills would improve if given such activities in every meeting. The following excerpt shows how storyboards will help them improve their communication skills. Given in an EFL classroom can encourage communication skills since students are generally required to tell or communicate a story (Nurrah et al., 2021).

##### Collaboration

As mentioned above, collaboration is necessary to help students compete in this era. Composing a storyboard in a group also required them to work together in good management, making them know how to distribute the work and be responsible for the assignment. The storyboard will not be complete if collaboration does not go as planned. Based on the result of the classroom observation, the students were actively managing their assignments by distributing work to every group member. Composing a storyboard in a group can improve students' collaboration.

##### Critical Thinking

During the presentation, the students had to synthesize what the presenters were talking about and then take some notes about it. Right after the presentation, all group members will share their notes, and they will compare the result of the note-taking before they communicate it into a storyboard. Based on the interview result, one of the participants felt disappointed at the beginning of the assignment, but later, she started to understand the topics of the presentation. Her understanding got better after the group started the discussion. Even though students did experience challenges, they were comfortable and engaged when using Canva (Al Khouri et al., 2021). This experience also shows a practice of critical thinking skills. This finding aligns with what Alshayb (2021) found in an experimental study where digital storytelling can significantly improve students' critical thinking.

##### Creativity

Canva is a web-based application that allows users to create graphic products. In this study, the researchers considered that Canva provides a feature that allows users to create the storyboard. As mentioned above, as students were required to develop a storyboard, they were challenged to produce a graphic display showing the presentation's content. When doing the storyboard, the students tried to be as creative as possible in developing the best product without neglecting the presentation's content. Based on the observation of the result of the student's work, each group showed a different way of composing the storyboard. The indications of students' creativity and criticality during the use of Canva have also been shown in another study, for example, from the students' interpretation of stories (Fardiah, 2022), their imagination in

## 5) Evaluating Task Variety in an EFL Module: “Easy English for Package B (SMP)” from PKBM Bandung

*Journal of Foreign Language Teaching and Learning*  
 Volume 9, No. 1, January 2024  
 Available online at: <https://ejournal.uin-suka.ac.id/index.php/FLL/issue/view/1247>  
 e-ISSN: 2502-2070, p-ISSN: 2527-7030

percentage among the six task categories. Norris (1999) stated that linguistic tasks are essential for the basic level of language learning, as they help students build and explore their language foundation.

The module analysis portrays that most of the tasks identified in this module are not optimally designed for classroom implementation. For instance, the *practicing task*, which belongs to the linguistic task category, consists of exercises that require students to write self-introduction-compositions based on specific situations depicted by pictures or predetermined subjects and their self-introduction compositions with notes of their classmate. Moreover, students are rarely ordered to practice directly, such as practicing self-introduction with friends in front of the class, showing that the practice tasks have not been optimally covered as stated by Norris (as cited in Alami and Huzani, 2014) and Munan (2004), practicing tasks in language learning requires the learners to reinforce their language skills through drills, exercises, or games. Regarding *Communicational purposes*, module 1 provides more tasks representing conversational purposes types. However, the tasks mostly instruct learners to pay attention to the language forms and expressions of self-introduction (6 tasks) rather than grammar rules (1 task). Although the distribution of this task type is not balanced, conceptually, the tasks are effective for EFL students of junior high school, especially to enter the learning in academic matters. Ellis (2003) asserted that language patterns in well-balanced language teaching can make students learn better.

Meanwhile, using context is also accommodated in Module 1. Using context tasks requires the learners to use clues or hints from the surrounding text or situation to understand the meaning of unfamiliar words or expressions (Norris, 1999, as cited in Alami & Huzani, 2014). Moreover, regarding creative tasks, Module 1 provides a task that generates brainstorming activity (Figure 8) to activate their background knowledge. The students have to guess the expressions of situations in the pictures. Unfortunately, there is only one creative task involved, even though this task is very good for encouraging learners to generate as many new ideas as possible. Scare et al. (1994), students will feel less stressed and more confident in language learning if they engage in brainstorming creative task activities.

Consequently, the tasks presented in the textbook “Easy English for Package B, module 1, Getting Acquainted, are more focused on developing students’ language skills (linguistic)

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*Journal of Foreign Language Teaching and Learning*  
 Volume 9, No. 1, January 2024  
 Available online at: <https://ejournal.uin-suka.ac.id/index.php/FLL/issue/view/1247>  
 e-ISSN: 2502-2070, p-ISSN: 2527-7030

emphasize the quality and diversity of tasks to be more participative, more transactional, and cooperative, as well as explicit instructions, as the teacher’s expression as follows.

*I hope that textbook developers pay more attention to the needs and characteristics of students. I hope they can create a more engaging, relevant, and meaningful textbook for students. Culture and more comprehensive guidelines for teachers implementing the tasks would also be appreciated. I suggest adding other task types focusing more on communication, such as expressive and collaborative skills.*

Moreover, the teacher expressed that other teachers who planned to use these tasks may face their various beyond the textbook and show more transactional and adaptability in modifying these tasks, as the teacher stated:

*Other teachers who want to use these tasks do not only rely on the textbook as a learning source but also seek and use other varied and rich sources. I suggest focus more creative and flexible in adapting these tasks to the situation and condition of their class.*

The sample above portrays that the other teachers who want to use the tasks in the textbook should have sufficient more sources to seek their needs.

To sum up, the teacher talked consistently about using tasks in the textbook has identified that she not know much about it. The teacher also states tasks that (1) what the students need and like. Therefore, some tasks in the book are useless, taking much of the teacher’s time to fix the problems by planning, changing things, and adjusting. The teacher thinks the book should have clearer instructions and more tasks where students talk and work together. He wishes other teachers to find other suggesting sources to help and be creative.

### Discussion

Based on the findings, there are 42 total task types available in linguistic tasks, which are practicing (25), communicational purposes (9), and using context (8). However, only one creative task type is found in the textbook, which is the brainstorming task. It shows that the most frequent task presented in the textbook is the linguistic task. It supports the findings related to task types presented by Taribian (2019) and Alami et al. (2023), who also found that the linguistic task was the dominant task type from Norris’s (1999) typology in the textbooks, had the highest

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rather than other aspects. The tasks refer more to activities that enable students to understand language patterns in English (conversational pattern), answer questions related to certain language expressions (using context), and practice language by reading and writing activities (practicing task). However, this indicated that *module 1 had not reached a good level of suitable textbook for students*, considering that many types of tasks, such as collaborative (interpersonal) tasks, critical thinking (cognitive), and affective, are not accommodated in the tasks. This finding confirms the interpretation that tasks should prioritize meaning above linguistic form and be complete and independent communicative acts (Nunan, 1999). Additionally, this finding supports the previous research that many textbooks do not meet the criteria of what constitutes a high-quality textbook, as highlighted by Tamirano (2019) and Alemi et al. (2021). Richards (2002), the task is a classroom work that makes learners use or interact with the target language and focus on meaning rather than form, as well as an activity that involves a cognitive process (Richard, 2010).

The interview findings show that the second research question has been addressed comprehensively. Thus, the interview indicated that *the teacher has a negative attitude toward the tasks in Module 1*. Some of his responses indicated dissatisfaction as someone who used the module. He said that some tasks in module 1 are consistent with the theory, and from his experience, some tasks are quite good to apply, especially in developing students' language skills. However, he found many shortcomings in this module, many tasks that neglect other important aspects such as thinking, feeling, socializing, or collaborating activities. Therefore, he thinks the textbook is not perfect, considering that teaching language to children is not only about how to use language but also how to think (tasks) to be developed. This finding aligns with the research by Hachi (2017), who found that clarity of the textbook objectives and tasks was one of the teachers' negative comments. The content of the textbook does not help apply teaching theories and practices.

However, the teacher also responds when asked about the challenges of implementing the tasks, highlighting the problem of unclear and incomplete instructions and many important tasks that are missing, such as the need for group work, reflection, and others that require him to add and present new activities beyond what is instructed. The textbook developer prioritizes

the material to develop the student's language skills rather than the cognitive, affective, and interpersonal aspects. This finding also confirms the results of the document analysis (module) that revealed the same conclusion (*assessed paragraph of the module*). The current finding is in line with Alemi et al., who found that the language material developers are mostly focused on creating communicative tasks that represent linguistic forms rather than holistic communicative skills to improve learners' language ability (as cited in Alemi et al., 2021). Moreover, tasks in language learning should be more communicative, and have a clear or unclear goal, instruction, and roles for teachers and learners (Nunan, 1999). In addition, this shows that teachers and institutions are not very selective in choosing appropriate textbooks. As stated by Alemi et al. (2021), most teachers do not realize significant gaps in textbook task types. They may need to be more careful in selecting textbooks or willing to provide specific supplementary materials to compensate for the shortcomings in the textbooks. The role of institutions and teachers in choosing appropriate textbooks is very important to match the needs of students. This suggests the suggestion made by Alemi and Hani (2014) that language institutions and material authorities can choose the most appropriate materials for their goals by knowing the different task types used in each of them. They also suggested that English teachers should be aware of the tasks and exercises in the EFL textbooks and help their students improve their English skills by using different textbook tasks. This would also allow them to overcome the shortcomings of each textbook in terms of the task type. All in all, this evaluation is solely based on Nunan's criteria. As Chelampour and Mohanti (2023) argued, most textbook analyses might pose theoretical issues.

#### Conclusion, Limitations, and Recommendation

This study evaluates how well Module 1 of the "Easy English for Package B" textbook reflects the task types from Nunan (1999, 2004) and the EFL teachers' views on these tasks. We discovered that Module 1 of EFL has not achieved a suitable level for students, as it does not accommodate interpersonal, cognitive, and affective tasks (59%). The module solely includes linguistic tasks (97.66%), with only one creative task (2.32%), indicating it does not aim to enhance students' thinking, social, and emotional skills. In the interview, the teacher was unclear

## 6) Inner Circle Ideology Domination in a National Commercial EFL Textbook: A Case of Indonesian Islamic-affiliated Schools

*Journal of Foreign Language Teaching and Learning*  
 Volume 9, No. 2, July 2024  
 Available online at: <https://journal.uin-suka.ac.id/index.php/ETL/index> DOI: 10.24055/2460-2070.p240102  
 e-ISSN: 2460-2070, p-ISSN: 2527-7482

### Discussions

The research shows on the dominant image used in Indonesian EFL commercial textbooks. It shows that the images presented in the textbook are primarily dominated by the Inner Circle cultural representation over the Extended and Outer Circle, which is counted at 67.9 %, 29.4%, and 2.9%, respectively. The cultural representation was shown through Western-looking people, outfits, movies, and food. The Inner Circle culture is linked to the US, UK, and Canada.

Liu (2020) found that American and British culture's dominance in the textbook is prevalent, while the culture of the outer and expanding circle is ignored. Furthermore, the students' local culture, the Chinese culture, is not well presented. Similarly, in the Turkish textbook, cultural representation is dominant, with the inner circle culture having less exposure to local culture (Aydan, 2016; Uzun & Köksal, 2021). In the Moslem context, the English textbook content criticism as it does not represent a multicultural perspective. Xiang and Yavuz-Aglar (2021) asserted that such a textbook could bring tension in power relations among nations, ethnicities, social classes, and genders because of its unbalanced cultural representation. Another context was an Iranian school that examined its textbook, which has been a carrier of Western culture and values (Behrooz, 2015).

This issue has received strong criticism from ELT experts, such as Pennycook (2017), who argued that English teaching is an industry for profit-making through the development of teaching materials and proficiency tests, which is also linked to colonialism. Pennycook (2006) and Phillipson (2012) asserted that the expansion of ELT as a market is tightly linked to finance, politics, and cultural aspects due to economic concerns in both the US and the UK. In reviewing the global commercial ELT industry, textbooks published by international publishers are the primary market of ELT throughout the world. However, textbook producers need to ensure the sensitivity of the social culture of a country.

For most people, the text does not carry political interest. Nonetheless, the extensive production of a textbook is not subjective. It may contain a hidden curriculum. As Apple (2012) has stated, history or textbooks encompass hidden curricula as they are the transmitters of values widely decided to appear the actual social order. In addition, the textbook content presents skilled and famous people limited to English-speaking Westerners. Lastly, the researcher suggests that teachers and local students can produce

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their textbooks to avoid the dominance of the Inner Circle models of English. In addition, the textbook content presents skilled and famous people limited to English-speaking Westerners. Lastly, the researcher suggests that teachers and local students can produce their textbooks to avoid the dominance of the Inner Circle models of English.

However, English textbooks can be a wide-open door for Western value dissemination. Although not all values should be restricted, some values contradict the Muslim lifestyle, such as the way how Western people dress, celebrate their special day, food, and many more. Still, teachers at Islamic-affiliated schools can infuse Western culture through English, yet the materials should be carefully selected. Otherwise, instead of building Muslim youth to be a good ambassador of Islam, without reticent material selection, the Muslim young generation will be easily assimilated to Western values. Huntington (2000) emphasized that, indeed, there is a clash of civilizations between the West and the East, which is caused by, among others, economic and cultural entities and ideology.

This study is still limited to analyzing the images of the textbook. Further researches can delve into the text or other aspects of the textbook. Also, the English textbook analysis can be done through a comparative study so that a more comprehensive conclusion and the complex interplay between the English textbook and ideology can be drawn.

This research contributes to understanding the complex interaction between discourse markers used in the text and the language ideology associated with it. The figure below formulates the Critical Discourse Analysis model of the EFL textbook used in Islamic-affiliated schools.

### Conclusion and Implication

This study concludes that a textbook used in Islamic-affiliated schools brings more inner circle culture, i.e., American, British, and Australian culture. It accounts for 67.9% of images used in textbooks that bring Western ideologies. Thus, the textbook serves to transmit other ideologies into the ideology of the peripheral students. Therefore, schools in the Indonesian context, particularly those affiliated with Islamic schools, should design English materials on their own. The main reason is that Western cultural entities can be contradictory to Muslim values. English teaching materials should be culturally responsive to

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## 7) Unleashing the Potentials: Nurturing Students' 4Cs Skills through Project-Based Learning with ICT in EFL Classrooms

Journal of Foreign Language Teaching and Learning  
 Volume 9, No. 2, July 2024  
 Available online at: <https://ejournal.unesa.ac.id/index.php/FJTL/issue/view/1092>  
 e-ISSN: 1860-2072, p-ISSN: 2525-7690

### Abstract

The integration of Project-Based Learning with Information and Communication Technology proves to be an effective pedagogical model for fostering 21st-century skills, notably the 4Cs such as communication, collaboration, critical thinking, and creativity. This discussion highlights the benefits and challenges associated with this approach, drawing comparisons with previous research and theoretical frameworks.

### Benefits of Project-Based Learning with ICT for Indonesian 4Cs Skills

PjBL with ICT significantly enhances communication skills across receptive, oral, and written domains, aligning with Communicative Language Teaching (CLT) principles (Gibson, 1991). This approach fosters an active learning environment emphasizing collaboration and digital communication, which helps students articulate their ideas effectively across various mediums. Oral communication skills are particularly refined through group discussions and project presentations, which are supported by CLT principles and empirical studies (Platon, 2012; Widiarta, 2023). These activities promote active participation and peer feedback, which is essential for improving spoken communication. Written communication skills are also developed through scripting and project planning, reflecting a process-oriented approach (Jiang & Lee, 2022). Studies by Alami et al. (2022) and Muzajah et al. (2023) confirm that digital storytelling and multimedia tasks enhance writing skills, including organization and vocabulary use, highlighting the comprehensive impact of PjBL with ICT on communication.

### Collaboration Skills

The integration of PjBL and ICT strengthens collaboration skills, which aligns with cooperative learning theories (Johnson & Johnson, 2009). The learning environment, which creates personal goals, promotes effective group interaction, emphasizing positive interdependence. The structured group roles and responsibilities foster collaboration and mutual support (Baker et al., 2018). Effective group dynamics are enhanced by strategic grouping of motivated and motivated students, supporting heterogeneous grouping theories

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Journal of Foreign Language Teaching and Learning  
 Volume 9, No. 2, July 2024  
 Available online at: <https://ejournal.unesa.ac.id/index.php/FJTL/issue/view/1092>  
 e-ISSN: 1860-2072, p-ISSN: 2525-7690

(Le & Widiarta, 2018). Teachers' observations of active idea exchange and support within groups underline the effectiveness of this collaborative approach.

### Critical Thinking and Problem-Solving Skills

PjBL, combined with ICT, effectively cultivates critical thinking and problem-solving skills. The approach engages students in a holistic problem-solving process involving problem definition, solution proposal, and implementation. The problem definition phase focuses on identifying project requirements and setting goals, which aligns with inquiry-based learning methods (Foster et al., 2023). Solution proposals involve research and assessment, fostering critical thinking (Worschak et al., 2023). The solution implementation phase promotes adaptability and perseverance (Ostad et al., 2023). Overall, PjBL with ICT provides authentic problem-solving experiences, preparing students for complex challenges.

### Creativity and Innovation Skills

The combination of PjBL and ICT enhances creativity and innovation, supported by research showing that such integration stimulates creative expression. Students benefit from the autonomy to explore and present their projects creatively, aligning with Amberg and Syah (2023) and Mumford et al. (2019). ICT tools like Canva and video editing software enable experimentation with presentation formats, fostering creativity (Elms, 2022; Chikmanout, 2018). This integration allows students to push the boundaries of traditional learning methods, particularly in EFL settings where language barriers are minimized through innovative digital tools.

In conclusion, integrating PjBL and ICT creates an effective learning environment that helps EFL students nurture the 4Cs skills. This model promotes a holistic learning experience by teaching students in real-world projects that require both individual and collaborative effort. Each of the 4Cs reinforces the others. For example, when students work together on group projects, they naturally improve their communication skills, both orally and in writing, because they must clearly articulate their ideas to peers and instructors. This collaborative process also improves critical thinking as students analyze problems and devise innovative solutions, frequently relying on one another's feedback to enhance their strategies.

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Furthermore, ICT tools not only facilitate communication and collaboration but also provide a platform for creative expression. They are encouraged to experiment with new ideas by using multimedia presentations, video projects, and digital storytelling, which goes the boundaries of traditional classroom learning. This combined impact is especially effective in EFL settings where language barriers may hinder communication and collaboration. By combining PBL and ICT, these barriers are reduced, giving them a variety of opportunities to practice and improve their language skills while also developing critical 21st-century competencies.

#### Challenges of Project-Based Learning with ICT in Nurturing 4Cs Skills

Implementing Project-Based Learning with Information and Communication Technology to enhance students' critical thinking, communication, collaboration, and creativity presents significant challenges. These challenges can be categorized into four main areas: time management, technological issues, physical and psychological factors, and teacher training and scaffolding, which are the findings of the second research question.

##### Time Management

Time management emerges as a significant challenge in PBL with ICT. The approach requires extensive planning, execution, and administration compared to traditional methods (Lagotis & Prakash, 2022). Teachers struggle to balance project design, ICT integration, student guidance, and assessment (Samsari et al., 2021; Mubun, 2023). Integrating time management skills into the learning process and using digital project management tools can mitigate these challenges (Samsari et al., 2020). Effective time management is crucial, as limited time can compromise critical thinking, communication, and creativity by leading to rushed projects and diminished opportunities for in-depth analysis.

##### Technological Challenges

Technological issues, such as unstable internet connections and varying levels of digital literacy, pose substantial obstacles in PBL with ICT. Intermittent connectivity disrupts collaboration and resource access, leading to frustration and delays (Zika et al., 2021). Disparities in digital literacy hinder effective engagement and collaboration (Samsari et al., 2023). Solutions

include incorporating offline resources, providing digital literacy training, and developing contingency plans for technical issues (Motoyama et al., 2020; Fami, et al., 2023; Paul & Karthikeyan et al., 2022). Technological challenges can divert focus from critical thinking to troubleshooting, affecting overall engagement and creativity.

##### Physical and Psychological Factors

Physical and psychological factors, including stress and burnout, impact both teachers and students. The rigorous demands of PBL with ICT contribute to elevated stress levels and exhaustion (Gao et al., 2019; Tardif et al., 2024). Students also face stress from technical issues and time constraints, affecting motivation and academic performance. Addressing these challenges involves implementing stress management initiatives, promoting self-care, and offering reliable technical support (Ghani & Omal, 2021; Taylor et al., 2024; Morgendoller & Thomas, 2017). Stress can reduce cognitive functions and motivation, impacting critical thinking, communication, and creativity.

##### Inadequate Teacher Training and Scaffolding

Inadequate teacher training and scaffolding hinder the effective use of ICT in PBL. Many teachers lack confidence and competence in ICT integration, resulting in suboptimal use of technology (Ewens et al., 2019; Vuong et al., 2019). Continuous professional development and mentoring are necessary to address this gap (Khal et al., 2020; Kapulu et al., 2023). Effective teacher training should include technological, pedagogical, and content knowledge (Vuong et al., 2019). Insufficient training can lead to overly structured projects and limited creative exploration, affecting students' ability to develop 4Cs skills.

In conclusion, implementing PBL with ICT to enhance critical thinking, communication, collaboration, and creativity faces several significant challenges. Time management issues arise as teachers struggle to balance their increased workload for designing and managing projects with their other responsibilities, impacting students' engagement and the depth of their work. Technological challenges, such as unreliable internet connections, software compatibility issues, and varying levels of digital literacy, can hinder collaboration, resource access, and creativity. Physical and psychological factors, including stress and burnout among

both teachers and students, further exacerbate these issues, negatively affecting motivation and well-being. Additionally, insufficient teacher training and scaffolding limit the effective use of ICT, leading to underutilization of technology and inadequate support for diverse student needs. Addressing these challenges requires better time management strategies, enhanced technical support, stress management initiatives, and comprehensive professional development for teachers to integrate ICT and support student learning in PjBL environments effectively.

#### Conclusion and Implication

This study explored the potential benefits and challenges of integrating project-based learning with information and communication technology in nurturing students' 4C skills in EFL classrooms. The findings highlighted several advantages, including enhanced verbal and written communication, improved collaboration, effective problem-solving strategies, and the generation and presentation of innovative ideas. However, challenges such as time management issues, technical constraints, physical and psychological burdens, and insufficient teacher training were also noted. This pedagogical model promotes active learning, problem-solving, cooperation, and creativity through real-life projects supported by technology, aligning with the evolving needs of students in EFL contexts.

The research has broader implications beyond EFL classrooms, suggesting that integrating PjBL with ICT could foster essential 21st-century skills in various educational settings. Educators and policymakers should consider adopting this approach better to prepare students for contemporary workforce and societal challenges. Successful implementation requires addressing the identified obstacles through effective teacher training, resource allocation, and support mechanisms. While the study provides valuable insights, its qualitative nature and limited sample size restrict the generalizability of the findings. Future research should include quantitative assessments of skill improvement and evaluate the long-term impact of PjBL with ICT on students' 4Cs skills and language proficiency. Educators and policymakers must ensure proper teacher training, allocate necessary resources, and establish robust support systems to optimize benefits and address challenges.

## 8) Boosting Young EFL Learners' English Vocabulary Acquisition by Utilizing Puppet Pictures as Storytelling Media

of significance being below  $0.005$  ( $0.000 < 0.0033$ ). Table 4 shows notable improvements in the vocabulary acquisition of young EFL learners at Astya Meira Elementary School. These improvements occur before and after utilizing puppet pictures as a storytelling medium to teach English vocabulary to elementary pupils.

#### Discussion

The fundamental purpose of this study is to standardize the enhancement of students' vocabulary acquisition through puppet pictures as a medium for storytelling among primary school pupils at Astya Meira Elementary School. The researcher developed research questions to investigate the enhancement of students' vocabulary acquisition through puppet pictures as a medium for storytelling. The research topic concerns whether there are significant differences or enhancements in the vocabulary acquisition scores of young EFL learners when puppet pictures are employed as storytelling media in vocabulary instruction. This study utilized statistical quantitative data from a single group, specifically the pretest and posttest classes, as the instrument for data collection. In contrast, the data was analyzed using the IBM SPSS Statistics 29 software. The data collected from a single group included pretest and posttest scores, measured before and after treatment utilizing puppet pictures as a form of media.

Regarding the initial research question results, this preliminary study showed that puppet pictures as a medium for storytelling in the instruction of vocabulary to young learners of English as a foreign language can greatly enhance students' vocabulary acquisition. The improvement of students' vocabulary acquisition is critical due to learners must view language as a practical tool for communication which is not only treat language learning as merely memorizing a set of vocal symbols, grammar rules, or a dictionary of words. Instead, they must view language as a practical tool for communication (Viera, 2017). For this reason, they should be able to identify which expressions will be most effective in conveying their message, and, equally important, they must learn which words or phrases are appropriate to use depending on the social or cultural context. This outcome is contrary to that of Patepan et al. (2019) who found most of non-native English speakers struggle with communication, even if they have not fully grasped grammar. However,

a notable effect on various teaching and learning processes, encompassing cognitive rehearsal, performance, and enhancing communication and expression skills (Kötter & Niggemann, 2019). Luthiana (2011), in her study, provided evidence that puppet pictures enable young learners to acquire new vocabulary. The acquisition is achieved through the combination of teachers' storytelling and the visual representation of words, which enhances students' comprehension and retention of English vocabulary. In general, the results suggest that students derive pleasure from and facilitate their vocabulary acquisition processes by comprehending and memorizing word meanings and effectively using English words in actual interactions with teachers and peers.

#### Conclusion and Implication

The present study examines the vocabulary acquisition proficiency of first-grade pupils at Arya Mera Elementary School before and after being instructed to utilize puppet pictures as a medium for storytelling. Several conclusions may be drawn from this study. The student's pre-test yielded an average score of 56.79, indicating a low performance. Following the implementation of divergy using puppet pictures as a medium for storytelling to teach vocabulary, the average posttest score significantly improved to 88.37. The average posttest score surpassed the pretest score conducted before the treatment. Secondly, the student's vocabulary acquisition abilities are significant before and after being taught using puppet pictures as storytelling media. Based on the results of paired sample T-test statistics analysis, the null hypothesis that there was no significant difference before and after being taught by using puppet pictures as the storytelling media to teach vocabulary was rejected can be reflected in the significance score in paired sample T-test calculation was 0.00 which is lower than 0.005. Based on the findings, the study can conclude that the class before and after being treated and taught with the puppet picture storytelling media gets significantly different scores in vocabulary acquisition because puppet pictures storytelling media is more enjoyable and helpful for them. Puppet picture storytelling media is more efficient in giving students real experience acquiring vocabulary and practicing the English words they are learning in classroom communication. Eventually, puppet picture storytelling media significantly influences the students' ability to acquire vocabulary. Therefore, employing this alternative kind of media for teaching vocabulary is highly suggested, particularly for first-grade children at Arya Mera Elementary School. This study is limited in scope since it

## 9) Reading Comprehension and Test-Taking Strategies of Different Achievement Levels

and translating were used throughout the test. F1 employed reducing and guessing to discern the main idea while translating aided in decoding vocabulary. Determining the main idea facilitated an overall review of the second passage, contributing to F1's success in comprehending and responding to the test questions.

In contrast, F2 employed only two strategies, resulting in a single correct answer out of ten questions. Despite this limited success, F2's strategies of finding word or sentence similarity and recognizing keywords were applied across various question types, ranging from main idea to unrelated detail.

M1 employed eight distinct strategies during the test, yielding four correct answers. Strategies like re-reading the entire text and progressively addressing questions were coupled with translating and identifying contextual words. These approaches addressed inquiries about inferences and vocabulary, contributing to M1's partial success in navigating the comprehension questions.

Similarly, M2 employed five distinct strategies, achieving three correct answers. The strategies ranged from finding conclusions to employing guesswork, including M2 in address inferences related to main ideas and vocabulary. Despite facing challenges, M2's strategic approach contributed to their partial success in navigating the comprehension questions.

#### Discussion

The study reveals diverse reading and test-taking strategies among high and low-achieving students, with notable gender differences. High-achieving female students (F1) demonstrated a broad application of metacognitive and PIVOT strategies, employing four out of five UNITS strategies and various metacognitive techniques such as attention monitoring and re-reading. In contrast, high-achieving male students (M1) used a more limited range of strategies but were still effective in their application. Low-achieving students exhibited a narrower range of strategies, with significant gender-based differences. Low-achieving female (F2) utilized fewer strategies and had lower test performance than their male counterparts (M2). Still, despite using more strategies, still faced challenges with effectiveness.

These findings align with existing research on reading and test-taking strategies. Nurhayati and Nela (2016), emphasized the importance of selecting strategies based on

use comprehensively. Additionally, exploring the impact of specific strategies on reading comprehension and test performance could provide deeper insights into their effectiveness, while investigating the reasons behind achievement gaps and individual differences in strategy use could be valuable for developing targeted instructional interventions.

#### Conclusion and Implications

This research analyzed students' strategies in reading activities and their performance in answering reading comprehension tests. The findings indicate that students generally employed a limited variety of reading strategies. Despite 23 Meta cognitive strategies available, only eleven were utilized by the subjects, suggesting a lack of exposure or understanding of these strategies. Similarly, among the five FIVES strategies, four were commonly used by all students, with the absence of the "fact" strategy indicating potential gaps in background knowledge. There was also a noticeable disparity between male and female students in strategy application, where female students employed more strategies than male students.

Additionally, the study identified several new strategies not included in the Metacognitive reading strategy list, such as inductive processing and starting reading with prayer. Students employed various strategies during the reading comprehension test, with uneven utilization observed among individuals. The researcher concludes that factors beyond the mere quantity or type of strategies employed, such as strategy relevance, predictive ability, and topic familiarity, influence students' achievement in reading comprehension tests.

Based on the conclusions drawn, recommendations are proposed for language educators, students, and future researchers. Language educators should ensure students are exposed to various reading strategies, including Metacognitive, FIVES, and others, through explicit instruction and opportunities for practice. Encouraging students to spend more time reading diverse resources can enrich their background knowledge and improve comprehension. Furthermore, educators should promote the development of individualized reading strategies tailored to each student's needs. Students should be trained to various contrasting strategies to enhance their performance in preparing for reading tests. Additionally, future research should explore the relevance of strategies, predictive ability, and topic familiarity further and

question types and test skimming. This argument corresponds with our results, where high achievers applied effective strategies such as skimming and keyword identification. Salehi and Abhassadeh (2017) and Gilakjani and Sabouri (2016), highlight the role of diverse strategies in enhancing comprehension, reflected in the higher performance of students who used a variety of strategies. Corsonale, Asari and Alodhbi (2018), noted that test-taking strategies can sometimes overshadow deeper test understanding. This statement resonates with our findings that high-achieving students effectively used strategies, occasionally at the expense of deeper comprehension.

The results emphasize the importance of matching strategy use with specific question types to improve reading comprehension and test performance. High-achieving students demonstrated the ability to employ various strategies tailored to different question types, indicating a deeper engagement with the test and an adaptive approach to test-taking. The limited success of low-achieving students suggests that a broader application of strategies, particularly those focused on comprehension and test-taking, could enhance their performance.

Additionally, the study identified new reading strategies among participants, highlighting varied approaches during pre-reading, reading, and post-reading phases. Both high-achieving and low-achieving females used an inductive approach during pre-reading. In contrast, the high-achieving male employed tools like pen and paper, and the low-achieving male started with prayer. These findings underscore the individualized nature of reading strategies.

Further research is necessary to confirm these patterns and evaluate their effectiveness. For instance, while high-achieving and low-achieving females used similar pre-reading strategies, understanding the reasons behind this similarity warrants further exploration. Moreover, investigating the high-achieving male's emphasis on test-taking and vocabulary building could provide insights into its impact on comprehension and test performance. Gaining a deeper understanding of these strategies may lead to more effective reading instructions and targeted support for students of varying achievement levels.

The study's limitations include a small sample size and reliance on self-reported interview data, which may not fully capture students' strategies in diverse contexts. Future research should involve larger sample sizes and observational methods to understand strategy

## 10) The Use of ICT-Based Interactive Video to Enhance Students' Engagement and Descriptive Writing Skills

*Journal of Foreign Language Teaching and Learning*  
 Volume 9, No. 2, July 2024  
 Available online at: <https://ejournal.uin-suka.ac.id/index.php/TELL/issue/view/3023>  
 e-ISSN: 2580-2070, p-ISSN: 2527-7680

clarity, coherence, and creativity. Although most students showed positive sentiments, some students still needed additional support to maximize the benefits of the video.

This finding highlights the importance of further communication in the use of interactive video to ensure that all students can achieve optimal results, including those who may require additional assistance. Thus, the interactive video not only serves as a useful tool to increase students' engagement but also as a medium that can enhance their writing quality in learning to write descriptive texts.

### Discussion

The findings underscored the important role that ICT-based interactive videos play in boosting students' engagement and supporting their descriptive writing skills. Interactive videos not only captured students' attention but also encouraged them to participate actively in the learning process. This discussion will explore these findings in light of existing literature and analyze the implications for teaching practices.

#### Students' Engagement with the Use of Interactive Videos

The noticeable change in student engagement following the implementation of ICT-based interactive videos indicates that these tools assist in making learning materials more engaging and accessible to students. Before the introduction of interactive videos, students exhibited low levels of engagement, which was evident through their passive behavior and lack of interest in class discussions. However, after the videos were integrated into the learning process, there was a substantial shift. Students became more involved, participated actively in discussions, and demonstrated greater enthusiasm for the learning materials.

This increase in engagement aligns with the findings of Rachmanita (2021), who emphasized the transformative influence of ICT on traditional teaching methods. According to Rachmanita, ICT has the potential to make teaching more immersive and engaging for students, which is crucial in maintaining their interest and motivation in the learning process. Similarly,

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*Journal of Foreign Language Teaching and Learning*  
 Volume 9, No. 2, July 2024  
 Available online at: <https://ejournal.uin-suka.ac.id/index.php/TELL/issue/view/3023>  
 e-ISSN: 2580-2070, p-ISSN: 2527-7680

Kardiana et al. (2023) found that interactive videos, when designed with students' characteristics and learning objectives in mind, have a high potential to increase students' engagement and motivation. This research further supports the idea that interactive videos can serve as a valuable resource for boosting student participation in the classroom.

#### Students' Descriptive Writing Skills with Interactive Videos

In addition to increasing engagement, the study revealed that ICT-based interactive videos had a positive influence on students' descriptive writing skills. The majority of students demonstrated notable advancements in their writing quality, with a large percentage achieving scores in the "Excellent" category. These students demonstrated a strong ability to produce clear, coherent, and creative descriptive texts, which highlights the contribution of interactive videos to their development in writing.

This finding is consistent with the research of Ahmadsharif Bilal (2021), who provided empirical evidence that the use of video clips as teaching media is effective in improving students' writing skills. Their study showed a significant difference in students' writing ability before and after being taught using video clips. This finding supports the notion that interactive videos can be a powerful tool in improving writing skills, as they provide students with engaging and relevant content that can be directly applied to their writing tasks.

Furthermore, the research by Hidayati et al. (2022) also aligns with these findings, as it suggests that the application of an ICT competency development model can help students enhance the quality of their writing. It further reinforces the idea that the integration of ICT in the classroom, particularly through the use of interactive videos, can contribute to notable advancements in students' writing skills.

Despite the overall positive influence of ICT-based interactive videos, it is important to note that not all students responded equally to this intervention. While the majority showed clear progress, a small number of students remained in the "Good" category, indicating that they still

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require additional support to benefit from the full use of interactive videos, highlighting the need for further customization and differentiation in teaching practices to ensure that all students can achieve optimal results.

The findings also underscore the importance of considering individual students' needs when integrating ICT tools into the curriculum. As noted by Kadiriyar et al. (2023), the design of interactive videos should take into account the diverse characteristics and learning objectives of students. This approach can help optimize the use of this tool and ensure that it caters to the diverse needs of all learners.

The positive outcomes observed in this study have important implications for teaching practices, particularly in the context of writing instruction. The use of ICT-based interactive videos can be a valuable addition to traditional teaching methods, providing a more engaging and immersive learning experience for students. However, to fully realize the potential of these tools, educators must be mindful of the need for ongoing evaluation and adaptation.

Teachers should consider incorporating interactive videos into their lesson plans as a way to boost student engagement and support writing skills. Additionally, they should be prepared to provide additional support to students who may struggle to benefit from these tools, ensuring that all learners have the opportunity to succeed. By adopting a flexible and student-centered approach to teaching, educators can create a more inclusive and supportive learning environment.

In conclusion, ICT-based interactive videos have demonstrated their value in fostering students' engagement and supporting the development of descriptive writing skills. The findings of this study are supported by existing literature, which highlights the potential of interactive videos to transform traditional teaching methods and provide students with a more engaging and relevant learning experience. However, the success of these tools depends on their thoughtful integration into the curriculum and the ongoing support provided to students. As educators explore new ways to integrate technology into their teaching practices, it is important to stay attuned to the needs of all learners and to enhance instructional methods continually.

## 11) Digital Literacy Skills and Foreign Language Anxiety of Gen Z in Malang: How Does It Correlate?

However, an opposing result appears to the correlation between DLS and FLA among Malang's 25-to-29-year-old Gen Z. The value of Sig. (2-tailed) is 0.004, which is smaller than 0.05, demonstrating the correlation. Furthermore, the Pearson correlation score of -0.4880 suggests that the connection is negative, meaning that the higher their DLS, the lower their FLA. However, this correlation is statistically insignificant because the Pearson Correlation value is less than 0.8 (see Table 9).

Table 9. The Correlation between DLS and FLA of 25-to-29-year-old Gen Z in Malang

		Digital Literacy Skills Level (25-29 yo)	Foreign Language Anxiety Level (25-29 yo)
Digital Literacy Skills Level (25-29 yo)	Pearson Correlation	1	-0.4880**
	Sig. (2-tailed)		0.004
	N	34	34
Foreign Language Anxiety Level (25-29 yo)	Pearson Correlation	-0.4880**	1
	Sig. (2-tailed)	0.004	
	N	34	34

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

The data obtained demonstrates that the Pearson Correlation measurement between DLS and FLA shows a correlation (Sig. 2-tailed=0.004, <math><0.05</math>) only on Gen Z aged 25 to 29 years old. However, the calculation presents an insignificant negative correlation. These Pearson Correlation results suggest that even though Gen Z in Malang has sufficient DLS, they still experience the FLA. The results are slightly different from what Yasenia & Iman (2020) elaborated that the limited skills of DLS affect the learning outcomes of the students and raise the feeling of anxiety. Considering the results of data calculations to determine the correlation between DLS and FLA experienced by Gen Z in Malang, the proposed hypothesis's results are presented below. The null hypothesis (H0) is rejected since the alternative hypothesis is accepted even only for the correlation between DLS and FLA of Gen Z aged 25 to 29 years old. The results show there is a weak correlation between DLS and FLA of Gen Z in Malang.

Based on the findings presented above, Gen Z in Malang agree that they are anxious when they communicate with others using a foreign language, and are afraid of other people's

evaluation of them even if they have adequate skills in terms of operating, interacting, and finding information through digital media. Some reasons support the Pearson Correlation results such as contents and platforms accessed, the language used during the involvement in the digital media, and preference method in learning foreign languages. However, further research is needed on this matter to identify the causes or factors that bridge this correlation between DLS and FLA of Gen Z in Malang.

In this case, Gen Z in Malang adheres to the idea that they are digital natives with extensive exposure to digital technology and a high DLS (Prasetyo & Kemuning, 2018). Interestingly, the findings of this study are different from Yasutika and Izzati (2020), who stated that higher levels of DLS promote learning outcomes and prevent learners from feeling anxious about participating in the learning process. According to Ali et al. (2020), FLA can occur as a result of the widespread utilization of digital technology. It could happen to Gen Z in Malang, as well as their learning characteristics, which include the tendency to multitask when learning, which leads to elevated FLA and depression. Media multitasking, FLA, and depression all have a negative effect on learners' focus (Alruthay et al., 2021; Ashour, 2020; Li and Fan, 2022).

Hartl and Hauck discovered that FLA can be caused by factors such as distance mode and lack of prompt feedback when learning foreign languages using digital technology, despite learners' high DLS (as cited in Ali et al., 2020). It can also happen to Malang's Generation Z, who, despite having a high level of DLS, require direct assistance from educators in order to receive direct feedback on their foreign language learning. Koçak (2004) also found that using digital technology in the learning process could cause cognitive strain, communication uncertainty, and decreased physical arousal, all of which have a negative impact on students' affective domain and potentially lead to FLA.

In this regard, Alruthay et al. (2021) explains that there are three levels of digital technology used in education methods: low level (digital platforms for learning and face-to-face education), medium level (integrating mobile devices, social media, and face-to-face education), and high level (digital platform and social media associated with mobile devices used in virtual learning environments). However, looking at the results obtained, the appropriate level to be applied in the foreign language learning process for Gen Z in Malang is level 2 - Medium, where Gen Z's digital literacy skills can be utilized optimally while still assisting them directly in the face-

to-face sessions to avoid the negative effects or disadvantages of DLS in the foreign language learning process.

Thus, having an offline class that is integrated into the use of digital technology, direct assistance from the educator, and the main reference used will be beneficial and effective for Gen Z in Malang. Fanni et al. (2022) and Yang et al. (2022), who integrated foreign language learning with digital platforms that effectively reduce the anxiety level of foreign language learners, can be some of the references for foreign language learning methods.

#### Conclusion and Implications

The current study aims to determine the DLS and FLA levels of Gen Z in Malang, as well as the relationship between DLS and FLA. The findings reveal that Gen Z in Malang has a high level of DLS, which is consistent with the notion that Gen Z are digital natives. However, Gen Z in Malang continues to face FLA when learning foreign languages. Pearson correlation calculation shows that there is a weak negative correlation between DLS and FLA in Gen Z aged 25 to 29 years. This result implies that higher DLS may lessen learners' FLA over participating in the learning process.

The findings suggest that high DLS may have an indirect correlation with FLA due to a variety of factors, including the widespread use of digital technology, which has the potential to increase feelings of anxiety, Gen Z's learning characteristics, specifically multitasking, which can disrupt a person's focus in the learning process, and Gen Z's desire to receive direct assistance and feedback during the learning process. As a result, their high DLS skills are not optimally utilized for foreign language learning.

This study implies that Gen Z in Malang do not fully take advantage of their high DLS to learn foreign languages, so they still require direct aid from educators. Thus, incorporating DLS into foreign language classes is critical for Gen Z in Malang. Prompt feedback and direct interaction between Gen Z in Malang and their foreign language teachers are also essential. Due to its limitations in analyzing the DLS and FLA levels of Gen Z in Malang, as well as the correlation between DLS and FLA, future researchers are encouraged to investigate the factors mentioned that may cause an indirect correlation between DLS and FLA.

## 12) Wordwall.net: Developing the 7th Grade Students' Reading Comprehension

*Journal of Foreign Language Teaching and Learning*  
 Volume 9, No. 2, July 2024  
 Available online at <https://ejournal.unesa.ac.id/index.php/JFLT/issue/view/1089>  
 e-ISSN: 2502-2570, p-ISSN: 2527-7650

In paired samples, the correlations display the bivariate Pearson correlation coefficient and a two-tailed significance test for each pair of entered variables. The Paired Samples Test provides the findings of the hypothesis test.

Table 6. Paired sample test

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pair Posttest - Pretest	-18.929	16.463	3.111	-25.312	-12.545	-6.094	27	.000

Based on the calculation of the test in Table 6, the data of this study show significant results; this can be seen from the results of the mean value of 18.929, a standard deviation of 16.463, a mean standard error of 3.111, a lower interval of 25.312, and upper interval 12.545; the test result of 10.726 degrees of freedom 27 and significant (2-tailed) is 0.000 < 0.05). On the other hand, based on the hypothesis explained in table 6. Proves that  $H_1$  is accepted,  $H_0$  is rejected.

#### Discussions

From the results presented above, the pre-test and posttest scores are the greatest of 1.773, while the post-test score is 2.508. A mean score of 63.49 was obtained before the test, while a mean score of 82.52 was obtained after the test. What this indicates is that the outcomes of the initial test and the final test are not identical to one another. Additionally, based on the statistical calculations presented earlier, there is a substantial gap between the mean value of reading comprehension results obtained using the WordWall.net website and those obtained without using the wordwall.net website.

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*Journal of Foreign Language Teaching and Learning*  
 Volume 9, No. 2, July 2024  
 Available online at <https://ejournal.unesa.ac.id/index.php/JFLT/issue/view/1089>  
 e-ISSN: 2502-2570, p-ISSN: 2527-7650

Based on the paired sample test table, the  $t$  obtained was 10.726, and  $t$   $\alpha$  was at the significant level ( $\alpha = 0.05$ ) was 1.703. In contrast, if  $t$   $\alpha$  was at the significant level ( $\alpha = 0.05$ ), then the hypothesis ( $H_0$ ) is rejected and accepted the alternative hypothesis ( $H_1$ ), then it is significant (2-tailed) equal to 0.000 with a significance level of  $\alpha = 0.05$  (2-tailed). Because the score is 0.000 < 0.05),  $H_1$  is accepted, and  $H_0$  is rejected.

The results of this study show that seventh-grade students at SMP Al-Ansari have made improved reading comprehension when using wordwall.net. These findings complement the mounting corpus of studies supporting the inclusion of digital technologies into the classroom to improve learning results. Comparative research with related subjects has investigated how digital tools affect reading comprehension. For instance, Medina and Hurtado (2017) found that interactive educational websites significantly improve vocabulary acquisition among middle-school students. Similarly, Julia (2024) demonstrated that gamified learning platforms could engage students more effectively, leading to better comprehension and retention of reading material.

Despite previous studies, the present one offers a more concentrated analysis of a particular digital tool, wordwall.net, and its utilization in a real-world classroom environment. While Medina and Hurtado (2017) and Julia (2024) offered proof of the general efficacy of digital tools and gamified platforms, this study offers thorough insights into how wordwall.net especially improves reading comprehension for seventh-grade pupils.

This research is one of the few that specifically examines wordwall.net, a platform known for its interactive and customizable features. By concentrating on a specific technology, the study provides useful information for teachers seeking to include similar digital resources in their courses. The controlled pre-experimental approach the study used increases the validity of the results. The acceptance of the alternative hypothesis ( $H_1$ ) and the rejection of the null hypothesis ( $H_0$ ) show the major influence of wordwall.net on reading comprehension, reducing the effect of outside variables.

Furthermore, this study adds to the mounting data showing that junior high school students' reading comprehension can be much improved by digital aids such as Wordwall.net. The study is useful for teachers and researchers seeking to include digital resources in reading teaching by providing a particular analysis of the tool's performance. Future studies should build

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### 13) Exploring the Relationship between Sociocultural Identity and Lexical Richness: Insight from High School Students' Writing

Journal of Foreign Language Teaching and Learning  
 E-ISSN: 2688-3570, P-ISSN: 2622-7480  
 Volume 10, No 1, 2023 (1-24)  
 DOI: <https://doi.org/10.30605/jfltl.v10i1.1444>  
 Available online at: <https://journal.unma.ac.id/index.php/FLL/issue/view/1444>

#### Correlational Analysis

Based on the research findings, the next step is to conduct statistical tests to see the relationship between Sociocultural variables and Lexical Richness. In this study, data reduction was carried out to be processed based on the quality of the descriptive text of the research participants. From a total of 78 descriptive texts, 43 texts were taken that fit the required range where the range of text length was above 180 words.

Based on the results of Pearson correlation analysis in the table above, the relationship between Sociocultural variables and Lexical Richness shows a Pearson Correlation ( $r$ ) value of 0.098. This value indicates that the correlation between the two variables is very weak and positive. Although the relationship is positive, meaning that when the sociocultural score increases or is high, the vocabulary selection score also tends to increase or be high, the effect is very small and almost not practically significant. Therefore, considering the significance value, this practical conclusion needs to be strengthened.

Furthermore, the Sig. (2-tailed) The relationship between the two variables is 0.578, much greater than the significant threshold of 0.05. If the significance value is more than 0.05 (Sig > 0.05), it means that variable X (Sociocultural) and variable Y (vocabulary selection) do not have a statistically significant correlational relationship. Thus, the null hypothesis (H<sub>0</sub>) - There is no significant relationship between sociocultural identity and lexical richness in writing - is accepted, and the alternative hypothesis (H<sub>a</sub>) - There is a significant relationship between sociocultural identity and lexical richness in writing - is rejected.

Overall, these results suggest no strong evidence to support a significant relationship between sociocultural aspects and lexical richness in this dataset. These two variables do not seem to influence each other or be significantly related. This result is a key point for further interpretation.

#### Discussion

##### The Correlation of Sociocultural and Lexical Richness

This study explores the relationship between individual sociocultural identity and lexical richness in writing English descriptive texts. Based on the results of Pearson correlation analysis, the Pearson Correlation value ( $r = 0.098$ ) was obtained, which indicates that the relationship

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Journal of Foreign Language Teaching and Learning  
 E-ISSN: 2688-3570, P-ISSN: 2622-7480  
 Volume 10, No 1, 2023 (1-24)  
 DOI: <https://doi.org/10.30605/jfltl.v10i1.1444>  
 Available online at: <https://journal.unma.ac.id/index.php/FLL/issue/view/1444>

between the two variables is very weak and positive. This means that as the sociocultural value increases, the lexical richness value tends to increase, but the effect is so small that it is almost not practically significant. Furthermore, the Sig. (2-tailed) of 0.578, which is well above the significance threshold (0.05), indicates that the relationship between sociocultural identity and lexical richness is not statistically significant. With this result, the null hypothesis (H<sub>0</sub>), which states that there is no significant relationship between sociocultural identity and lexical richness, is accepted, while the alternative hypothesis (H<sub>a</sub>) is rejected.

This finding has several important implications. First, this result shows that sociocultural factors, such as cultural background, social experience, or individual identity, do not have a significant correlation with the level of vocabulary variety used in writing. This finding is actually in line with Mohammad and Ismail's (2019), who were that sociocultural is a determinant variable towards language learning. While this result does not go to the outcome of stating that sociocultural is negative, the finding of this study found the absence of a significant correlation. Several reasons could lead to these findings, such as their feeling towards English and social factors that do not require much understanding of English. This is in line with Mohammadi and Isfarah, though for the Iranian context, political factors are also believed to contribute to the negative result.

On the other hand, this study's findings contradict the research conducted by Altunç (2015), Padawan (2016), and Chongso (2022), which found a positive relationship between sociocultural aspects and language learning. In this case, these are interesting related to why the results of this study contradict positive researchers. Altunç and Padawan's findings are based on literature studies that have not been practically tested or implemented in the field. While the current research was conducted based on real circumstances, students in Palu. Factors like cultural differences and stereotypes can more accurately show sociocultural roles in English learning.

Unlike the previous reviews, Chongso is an expert who formed his conclusions based on field studies. His study, in the form of experimental research using treatment based on Vygotsky's Sociocultural Scaffolding theory, found the effectiveness of treatment on speaking ability. The difference in findings between the current study and Chongso is assumed to occur due to several aspects, namely, the research design developed and the perception of sociocultural variables.

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*Journal of Foreign Language Teaching and Learning*  
 E 18876, I 8840-8870, P 18876, 2827-7690  
 Volume 10, No. 1, 2022 11-26  
 DOI: <https://doi.org/10.41580/10.1011.24066>  
 Available online at: <https://journal.uin-suka.ac.id/index.php/FLL/issue/archive/1112>

Campes developed an experimental-based research method in which he conducted treatment on the research participants. The second point is the perception in looking at sociocultural variables, where in this study, the sociocultural aspect is used to assess students' conditions and perceptions. Campes, on the other hand, sees sociocultural aspects in terms of the scaffolding theory developed by Vygotsky, where this theory does assist in learning.

Research findings that are in line with or different from these findings can provide insight into the sociocultural function in learning and strengthen a more in-depth analysis.

This indicates that other aspects, such as language competence, learning methods, or level of exposure to English, may have a more significant influence. Other factors, such as the mindset of the surroundings, play some roles. It can be seen from numerous works where sociocultural perspectives are implemented in a more practical way (Suhendro/Campes et al., 2022; Yee Wan & Tina Ai, 2023). However, it can create a backfire effect when teachers or educators are unable to diagnose or understand the circumstances of their current sociocultural condition. It is reflected in Muhammad and Lathifah's work (2019). Therefore, in the context of language education, this finding suggests that teaching strategies should focus more on vocabulary enrichment through practical exercises and direct exposure to the target language rather than relying solely on students' sociocultural identity. In another word, sociocultural condition better be treated as an alternative claim to identify what developmental and strategies should be made.

The conclusions between this finding and the literature-based studies holds an assumption on how the sociocultural aspect has not made an impact when some prerequisite conditions have not been established, such as proficient linguistic ability and exposure level.

Of course, further research is needed to identify other factors that are essential in increasing lexical richness, such as motivation, learning intensity, or access to English materials.

Thus, this study concludes that while sociocultural identity may impact lexical richness, the impact is very small and not statistically significant. Therefore, practical and experiential approaches are more relevant in improving students' lexical richness in the course of English language learning. It is important for teachers to identify what kind of vocabulary the students need or can enhance their existing one. As can be seen from the research, students still face challenges to develop and acquire their ideas, despite the relatively clear topic. In future developments, of course, those with better exposure or supportive social conditions could give a bigger progression to the sociocultural aspect in enhancing their learning process.

## 14) Challenges and Support Strategies for Grade 11 Afrikaans First Additional Language Learners

*Journal of Foreign Language Teaching and Learning*  
 E 18876, I 8840-8870, P 18876, 2827-7690  
 Volume 10, No. 1, 2022 327-340  
 DOI: <https://doi.org/10.41580/10.1011.23022>  
 Available online at: <https://journal.uin-suka.ac.id/index.php/FLL/issue/archive/1112>

### Modelling

All groups stated that the teacher modelled tasks to demonstrate the new concept to the learners to enable the learners to grasp the topic. A comment from Group 1: "When it comes to speeches or the topics that we have to go through she will explain what each topic means and she will give you an example of what you can do with it."

### Peer collaboration

Participants from all groups explained that classmates were given opportunities to collaborate on tasks, discuss concepts, assess one another, and seek clarification on topics they found unclear. A comment from Group 3: "I try to like go to my friends go there to tell me what I don't understand, and so it really help each other so that's what I do if I don't understand something, I go to my friends, ask them and you guys help me. I don't understand this and this and this." A Group 2 participant clarified that when they were working on process writing a more knowledgeable classmate would monitor and notify mistakes in their written work: "And then another person according to you checks it well to edit your work."

Further participants from Group 3 mentioned that after tasks were assigned, the teacher would mark the activities in response and provide feedback. "Yes, there were comments that was there, yes, based on the topic we received." These learner participants felt that the strategies employed by the teacher to address their learning challenges aided their understanding.

### Discussions

Many additional language learners lack the confidence to communicate with teachers or participate in class due to a fear of making mistakes, often stemming from their limited vocabulary. This additional language often serves as a barrier to learning, with anxiety further exacerbating learners' underperformance and disinterest in the subject. High levels of language anxiety significantly impede learners' ability to produce and comprehend the target language. Research by Ho et al. (2024) demonstrates a negative correlation between additional language anxiety and academic achievement. According to Krashen's Affective Filter Hypothesis (1982), negative emotional states act as barriers, blocking comprehensible input and hindering learning.

Teacher participants identified limited vocabulary as a key factor contributing to learners' poor performance, restricting their understanding of texts and questions. This limitation also

*Journal of Foreign Language Teaching and Learning*  
 E-ISSN: 2502-2070, P-ISSN: 2527-7030  
 Volume 10, No 1, 2025 427-440  
 DOI: <https://doi.org/10.19125/jfl.v10i1.25277>  
 Available online at: <https://journal.unesa.ac.id/index.php/FJL/issue/archives/1112>

affected learners' ability to express themselves accurately in speech and writing, often leading to incorrect responses and word usage. Afrikaans teachers also faced challenges such as the dominance of English in classrooms and the psychological and emotional factors affecting learners. Anxiety, low self-esteem, and a lack of motivation frequently reduced learners' engagement with Afrikaans, compounded by their reluctance to read outside of class. To address these challenges, teachers often switched between English and Afrikaans to ensure learners grasped the material, subsequently focusing on building Afrikaans vocabulary. Maluleke (2019) highlights code-switching as a valuable strategy for improving learners' comprehension and engagement.

Teachers also employed strategies to identify and address specific learning difficulties, fostering an inclusive learning environment. Code-switching emerged as a vital approach, enabling teachers to translate and clarify material in a familiar language, particularly in Afrikaans as a First Additional Language classroom. Learners found this method helpful in simplifying challenging concepts and increasing their engagement. Similarly, modelling was widely used to make abstract ideas more accessible through clear demonstrations of tasks and concepts. Hyman and Lundberg (2022) emphasize that modelling is particularly effective for language learners, offering practical examples and boosting their confidence in completing assignments.

Peer collaborations further enhanced learning by encouraging learners to engage with one another, discuss topics, and review each other's work. Learners valued this approach, noting that it provided helpful feedback and fostered a cooperative classroom environment. Vygotsky (1978) supports collaborative learning, arguing that shared efforts often yield better results than individual work. Together with regular teacher feedback, these strategies addressed learners' challenges and created opportunities for active engagement and improved outcomes. Pardele (2024) agrees and states that in addition to developing skills and knowledge, collaboration also has positive psychological effects. Thoughts and emotions are closely connected, and when learners work with their peers, they engage directly with the learning process. This direct experience enables them to better understand and appreciate each other's growth in mastering language skills.

The cognitive and linguistic demands of learning an additional language are substantial. Teachers must ensure that linguistic accommodations are made to allow learners full access to

## 15) Language Teachers' Strategies for Enhancing Vocabulary Mastery: A Retrospective Study Using Blooket

*Journal of Foreign Language Teaching and Learning*  
 E-ISSN: 2502-2070, P-ISSN: 2527-7030  
 Volume 10, No 1, 2025 430-441  
 DOI: <https://doi.org/10.19125/jfl.v10i1.25434>  
 Available online at: <https://journal.unesa.ac.id/index.php/FJL/issue/archives/1112>

and learners can maximize the potential of Blooket as a gamified educational tool, ultimately contributing to more effective vocabulary instruction and acquisition.

### Discussion

According to the findings of this study, language teachers use various strategies, especially the Blooket platform, depending on the skill level of students and linguistic context to assist students in learning. Language teachers prepare lessons by collecting learning indicators to assess students' progress in vocabulary mastery. Although they do not always do so, language teachers generally prepare their learning indicators before implementing lesson plans in the classroom. In addition, many teaching materials used by teachers come from linguistic books, such as student books and teacher handbooks. Some teachers also use online sources as teaching tools, including Blooket, foreign language books, the internet, and other media such as songs, posters, and dictionaries.

The findings of this research show that repeated practice, reading lots of books, memorizing, and using the Blooket platform are effective ways to improve vocabulary mastery. This aligns with previous research, which highlights the importance of gamification in vocabulary learning. A Calvo-Fernández (2017) study found that educational games can increase students' learning motivation and vocabulary acquisition through more interesting interactions. Similarly, a study by Rajulu (2024) emphasized that a multimodal approach to vocabulary teaching, including the use of digital tools and assimilation, can improve student retention and engagement.

In addition, this study found that language teachers can help students solve struggle with vocabulary by utilizing the Blooket platform. The strategies implemented include monitoring student progress and encouraging self-reflection to better understand vocabulary. This finding is consistent with a study by Mingshi and Poluneh (2024), which highlights that digital learning environments allow students to practice vocabulary in meaningful contexts, making learning more relevant and applicable. In addition, a study by Wang and Reynolds (2024) emphasized that vocabulary size is highly correlated with academic success and cognitive development, so the use of technology in vocabulary teaching can have a positive impact on student learning outcomes.

*Journal of Foreign Language Teaching and Learning*  
 e-ISSN: 2840-5070, p-ISSN: 2527-7490  
 Volume 10, No 1, 2023 (50-73)  
 DOI: <https://doi.org/10.19108/JFLT.V10I1.25455>  
 Available online at: <https://journal.unesa.ac.id/index.php/FLL/home/archives/1133>

Compared to previous studies, this study offers a different perspective by starting the focus from student learning outcomes to instructional strategies implemented by teachers. While previous studies have explored the effectiveness of applications such as readings and assigned methods in improving students' vocabulary acquisition (Prabawati, 2021), this study highlights how teachers design, evaluate, and adjust gamification techniques over time to optimize students' vocabulary acquisition. These findings also support research by Clarke (2021), which revealed that effective vocabulary learning strategies include the use of repetition, translation, and dictionaries/apps. Thus, this study enriches the literature on vocabulary teaching by providing new insights into how language teachers use gamification to improve vocabulary learning. In addition, this study confirms that the effectiveness of vocabulary teaching strategies depends not only on the methods used but also on the support of students' learning strategies, such as reading, watching, listening to foreign language media, and using interactive platforms such as Moodle. By understanding and implementing these strategies, teachers can be more effective in helping students improve their vocabulary mastery, as supported by theories on technology-based learning and gamification in language teaching (Prasetyo & Ramli, 2024).

#### Conclusion and Implication

This study aimed to analyze the instructional strategies used by language teachers to enhance students' vocabulary proficiency, focusing on lesson planning, assessment techniques, and classroom implementation. The findings revealed that language teachers employ a variety of instructional strategies, including gamification through Moodle, spaced practice, pronunciation, and intensive reading. Teachers also highlighted that integrating interactive and contextualized learning experiences significantly improves students' vocabulary mastery. Regarding lesson planning, teachers prepare learning materials, select instructional materials from books and online resources, and design engaging vocabulary exercises. Assessment techniques such as quizzes, collaborative activities, and self-reflection tasks help track students' progress. Classroom implementation varies based on students' needs, incorporating Moodle's gamified learning approach to foster engagement and motivation. These findings align with prior studies emphasizing the importance of technology-enhanced and gamified learning in vocabulary acquisition.

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## 16) Reimagining Blended Learning Post-COVID-19: Insights from EFL Students' Narratives

*Journal of Foreign Language Teaching and Learning*  
 e-ISSN: 2840-5070, p-ISSN: 2527-7490  
 Volume 10, No 1, 2023 (74-103)  
 DOI: <https://doi.org/10.19108/JFLT.V10I1.25214>  
 Available online at: <https://journal.unesa.ac.id/index.php/FLL/home/archives/1133>

The findings are analyzed and synthesized based on the research questions and the emerging themes along with relevant literature and studies related to them.

#### Technical Issues in Implementing Blended Learning

Many participants reported various mental and emotional challenges due to internet access issues and limited ICT knowledge among students and lecturers in both online and Blended Learning (BL). These issues are likely very common and classical as they also happen in many other countries (Li et al., 2023; Rahmadita & Kusrana, 2018) including both developed and developing countries such as Ireland (Cullinan, et al., 2021), the USA (Chenler, et al., 2018), and Vietnam (Le, et al., 2023). In Indonesia, numerous studies also highlight unstable internet connections as a persistent barrier to both online and offline learning (Frasanto, et al., 2021; UNESCO, 2020; UNESCO, 2021; World Economic Forum, 2021; GSM Association, 2020). In relation to English language teaching, this technical problem has also been a main obstacle (Adnan & Anwar, 2020; Fatmahanik, 2020; Hartono & Nugroho, 2020; Agung, et al., 2020; Fauziah & Dewi, 2021). Effective BL classes require robust solutions to technical problems, as ICT tools, online resources, and stable connectivity are essential for student satisfaction and learning outcomes (Gintas, et al., 2017). Governments and universities must provide technical support and ensure reliable internet access for lecturers and students (Li, et al., 2023).

Lecturers also need to be aware of such issues and try to find ways to overcome them when planning their lessons in class. However, when the issue of internet infrastructure has been resolved, another technical challenge to tackle is that both lecturers and students need to have sufficient knowledge of all related technological tools they are to use in BL classes. As emphasized by the participants, many Indonesian EFL lecturers and students are not familiar with various ICT learning tools and need to get some training. This remains with other studies revealing similar findings in the context of Indonesia and other countries: lecturers' and students' lack of understanding of using online resources and learning applications (Ariyo & Nugroho, 2020; Pasandji & Dewi, 2021; Aljoudi, 2021; Bahari & Chandras, 2021; Surway, et al., 2021).

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*Journal of Foreign Language Teaching and Learning*  
 E ISSN: 2500-2070, P ISSN: 2527-7050  
 Volume 10, No 1, 2023 (74-93)  
 DOI: <https://doi.org/10.18158/jfl.v10i1.33214>  
 Available online at: <https://journal.unma.ac.id/index.php/FLL/home/article/1442>

All the technical issues discussed above should be a serious concern and must be a top priority for all education stakeholders, particularly policymakers in government and university leaders. Providing adequate infrastructure and training for lecturers and students to adapt to new learning modes is obviously their main responsibility. Students and lecturers may have been used to online learning, but the learning habits during the pandemic along with ongoing ICT innovations required them to learn and get familiar with new emerging online learning resources and tools, which must be different from what they knew before (Pudler, 2023). In addition, it is important for lecturers to keep on learning to find out ways and strategies when dealing with any kind of issues hindering their teaching in BL classes. They also need to help the institutions by giving some orientation to their students about the use of many online learning tools so that they can be familiar with them.

#### Class Disruptions and How to Tackle Them

All participants, reflecting on their learning experiences during the pandemic, revealed that disruptions were the main obstacles in class during the pandemic, a trend likely to persist due to excessive internet exposure. This aligns with Graif and Elpas (2021), who found Arabic EFL students faced similar challenges, including family distractions and online activities, as did Calhoun's (2016) study on Japanese EFL learners. Such distractions reduce student engagement and participation, a concern echoed in numerous studies identifying key factors behind this issue. Many previous studies have also presented consistent findings in regard to the lack of student engagement, identifying several factors contributing to this situation (Elhassan, 2020; El-Sayed et al., 2021; Placencia et al., 2016; Cross, 2016; Han & Yi, 2011; Murphy, 2020; Nurningsih & Nugroho, 2020; Esposito & Dewi, 2021; Placencia, 2016; Sun, 2014). The participants recognize student engagement in online classes as a serious concern, given the diversity of attitudes toward online learning. They believed that positive attitudes do not guarantee consistent participation, as individuals' competencies and confidence levels also play a crucial role.

In light of the recent disruptions discussed earlier, online learning definitely poses significant challenges, especially for lecturers, who must employ more innovative instructional approaches and possess adequate ICT proficiency to ensure active student engagement in their

*Journal of Foreign Language Teaching and Learning*  
 E ISSN: 2500-2070, P ISSN: 2527-7050  
 Volume 10, No 1, 2023 (74-93)  
 DOI: <https://doi.org/10.18158/jfl.v10i1.33214>  
 Available online at: <https://journal.unma.ac.id/index.php/FLL/home/article/1442>

given lecture (Meyer & Dörnyei, 2020; Graif & Elpas, 2021; Pradhana & Samsudin, 2021; Pansyaran et al., 2022). This implies that the BL approach constituting both face-to-face and online activities should be creatively designed by anticipating these challenges and providing interactive lessons to increase the degree level of students' active participation. Reamsdy and Jacobs (2021) suggest that in contemporary language teaching, the main focus is on creating active and comprehensive student involvement in both online and offline classes, despite the prevalent disruptions and distractions encountered in the digital age. In this regard, meaningful and purposeful tasks serve as the fundamental factors that determine the extent of this type of engagement (Meyer & Dörnyei, 2020). This means that Meaningful tasks are key to engagement, requiring interactive activities that promote authentic language use based on students' interests and needs (Ellis, 2019). Ellis, et al. (2019, p. 362) address that

*"If an activity is meaningful for learners, they will be more willing to become involved in such performance in terms of voluntarily devoting their personal talents, time and energy into completing it."*

From this literature, it can be concluded that distractions in the digital era are becoming a big issue and challenge for teachers now and in the future. The abundance of disruptive content, games, and social media on the internet can divert students' attention from learning. To address this, teachers should create creative, interactive, and attractive Blended Learning activities to ensure high student engagement in spite of the online distractions they can get attracted to.

#### Essential Factors for Ideal Implementations of Blended Learning

Drawing on the findings, it can be implied that the success of BL implementation involves ideal class characteristics. To achieve this, lecturers must consider various aspects that impact the education process. The focus should be on learning objectives when combining online and physical meetings, rather than adhering to specific proportions of interactions. The key is to design a well-planned combination to reach the desired learning outcomes (Chapman, et al., 2020). To improve autonomous learning as one of the goals of language education discussed earlier in this article, the BL approach also needs to be optimized by considering the appropriate and purposeful combination of online and offline modes (Wang & Zhang, 2022). Other

*Journal of Foreign Language Teaching and Learning*  
 E ISSN: 2804-5070, P ISSN: 2822-7090  
 Volume 10, No 1, 2023 (74-93)  
 DOI: <https://doi.org/10.31805/JFLT.V10I1.23214>  
 Available online at: <https://ejournal.unswin.ac.id/index.php/EFL/home/article/1133>

researchers also emphasize the importance of adaptations to new online language learning environments and ICT developments for promoting autonomous learning (Bismawati, 2007; Liu and Gu, 2014; Lewis, 2013; Ruzvina, et al., 2017; Shady & Yung, 2020; Zhang & Wu, 2009). Achieving these goals requires institutional and teacher support. Lecturers must also provide adequate ICT resources, while lecturers should apply research-based instructional strategies to enhance engagement and learning quality (Marsiani et al., 2021).

The participants' narratives indicate the crucial role of effective lecturers in implementing the engaging BL approach. They emphasized some essential qualities that lecturers need to have such as adaptability, responsiveness to change, attentiveness to students' needs and justice for the profession. These qualities enable lecturers to improve their teaching skills, deliver well-prepared lessons, foster meaningful interactions, promote student engagement, and support their growth in line with learning objectives. These findings correspond to the literature review by Bensulpa and Jantak (2021), which outlines nine qualities of an effective language teacher in the current era. These qualities, as identified in the existing literature, encompass the characteristics mentioned by the participants. These types of lecturers and teachers are the ones who can create and apply meaningful and purposeful tasks that will contribute to student engagement, motivation, and independent and autonomous learning (Morris & Dwyer, 2020). Hence, a successful BL lesson entirely depends on meaningful classes that can only be realized by teachers and lecturers who have some relevant distinct qualities. This is finally in line with the principal goals of the BL approach which includes increasing learners' motivation, engagement, autonomy, and active involvement in class activities, leading to their sense of responsibility and independence in learning (Dede, 2024).

#### Future Directions

Building on the findings of this study, future research should explore the long-term impact of Blended Learning on student engagement, motivation, and learning outcomes. Further investigations could focus on developing best practices for integrating digital tools effectively while addressing infrastructure and accessibility challenges. Additionally, research should examine how lecturers' pedagogical strategies evolve over time and the role of continuous professional development in optimizing BL implementation. Comparative studies across

*Journal of Foreign Language Teaching and Learning*  
 E ISSN: 2804-5070, P ISSN: 2822-7090  
 Volume 10, No 1, 2023 (74-93)  
 DOI: <https://doi.org/10.31805/JFLT.V10I1.23214>  
 Available online at: <https://ejournal.unswin.ac.id/index.php/EFL/home/article/1133>

different educational institutions and cultural contexts would also provide valuable insights into the scalability and adaptability of BL in diverse learning environments. Finally, future research should consider incorporating AI-driven personalization to enhance adaptive learning experiences and improve student support in BL settings. However, when conducting further research, it is important to acknowledge the limitations of the current study, which may influence the scope of future investigations. Firstly, due to the relatively small number of participants, the findings may not be universally applicable to all EFL learning contexts in both Indonesia and other countries. Additionally, the nature of a Narrative Inquiry study, which explores human subjectivity, can lead to varying interpretations when analyzing the collected data.

#### Conclusion and Implications

The narratives of the participants are expected to shed light on significant issues concerning the implementation of Blended Learning (BL) in Indonesia. For the participants, these problems were mainly caused by the lack of both students' and lecturers' understanding of the approach, their multiple interpretations of it, and unequal distribution of infrastructure although they were already familiar with online learning for their experience during the pandemic time. Having encountered these challenges, the participants expressed a desire for BL lessons that need to be applied with meaningful conditions and purposeful compositions to enhance their learning processes and achieve their goals of learning. To effectively apply such classes, the participants highlighted key characteristics of an effective class and lecturer, which echo other recent studies and scholars' notions. They perceived that an ideal BL class requires adequate learning facilities and infrastructure, as well as careful and serious planning to provide meaningful activities, which can only be done by lecturers who have a sense of adaptability, flexibility, consistency, and justice. It is hoped that the study offers valuable insights for educators, teacher educators, lecturers, and researchers in English Language Teaching (ELT) in order to be able to identify and decide appropriate teaching methods and approaches for their current and future BL classes, particularly in the rapidly changing world where AI is becoming pervasively utilized in education.

## 17) Investigating Intercultural Competence in EFL Teaching: Teacher Perception and Action Used to Promote Intercultural Competence

*Journal of Foreign Language Teaching and Learning*  
 E ISSN: 2504-2070, P ISSN: 2523-7650  
 Volume 10, No 1, 2023 104-121  
 DOI: <https://doi.org/10.48265/jfl.v10i1.2523>  
 Available online at: <https://journal.uap.ac.id/index.php/FLL/home/archive/1137>

### Discussions

#### Teachers' Perceptions of Intercultural Competence: Positive and Necessary with some challenges to implement

Intercultural competence, according to the participants is the capacity to interact with others from different cultural backgrounds in a suitable and successful manner. In addition, all of them noted the intercultural competence not only about the capacity to communicate with people from different countries, but also related to other things like social groups such as gender, age, social status, etc. According to Byram et al. (2002), the intercultural notions can be related to various theories such as gender, age, region, religion, race, etc.

Furthermore, they together confirmed that integrating intercultural competence into teaching practice has several obstacles. Because of some challenges, all teachers submit complaints to other parties such as schools, the Ministry of Education, or even curriculum makers. As the duration of teaching English has been reduced nowadays, therefore promoting intercultural competence is limited. In addition, all teachers agreed that it is difficult to integrate intercultural competence because the available English materials and textbooks provide a small portion on cultural topics. Teachers need more time to find and develop cultural materials on their own.

#### Internet-based Intercultural Contact as a Regular Action in Promoting Intercultural Competence

The second research question considered the extent to which teachers integrate intercultural competence into their classroom practices and which actions are most frequently used in the EFL teaching. However, a few actions suggested by some scholars were not recognized at all, such as doing reflective talks (Tunde et al., 2013), applying portfolio and discussion, and reflective writing (Byram et al., 2002). These activities demand students with advanced language skills and probably prominence teachers' workload.

The finding reveals that most frequent actions that are applied in the classroom are integrating technology to illustrate cultural topics, such as videos, PowerPoint, and the internet. It was confirmed by the result of the interview and open-ended questions that most teachers integrated intercultural competence in EFL teaching by using technology or technology

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*Journal of Foreign Language Teaching and Learning*  
 E ISSN: 2504-2070, P ISSN: 2523-7650  
 Volume 10, No 1, 2023 104-121  
 DOI: <https://doi.org/10.48265/jfl.v10i1.2523>  
 Available online at: <https://journal.uap.ac.id/index.php/FLL/home/archive/1137>

applications. To integrate intercultural competence, for example, to illustrate the intercultural an issue dependent teachers used videos or film from YouTube, followed by asking the students about their opinions before they opened a discussion related to the topic. Some studies by Ghara and Saghari (2012), Panphomsooi and Karlsenkai (2016), Beati and Alder (2020) found that most of the activities that teachers in the classroom guide were managed using technologies or media.

Moreover, besides giving knowledge through watching film or videos directly to the students, the teachers also required students to learn about other cultures and share the information they have in English class. For example, some participants ask students to find out information about their dream country to travel or to study in the future. Meanwhile, other participant asks students to learn about others by inviting other people to certain events from overseas communities on the internet. Thus, as further activities, students presented the information they obtained and compared it to their culture through small discussions. Tomalin and Stempleski (1993), in Young (2012) emphasized that class discussion, research, and role play accommodate students' competences and reflection on English culture from various countries and their own culture.

### Conclusions and Implications

Teachers' perceptions of the integration of intercultural competence in EFL classroom are viewed positively by all participants. They recognize that the intercultural approach is an important skill that students must possess in learning the target language, especially English as their target language. The interviewed participants noted that intercultural competence helps students in some aspects, such as reducing misunderstanding and misinterpretation when communicating with people from diverse cultural backgrounds. In addition, they also believed the integration of intercultural competence in EFL classroom can foster students' interest in learning foreign languages and their culture.

Moreover, in integrating intercultural competence into EFL teaching, all participants noted have a possible strategy to achieve learning goals. Some actions include small group instructions, cooperative groups, language and media, collaborative dialogue, discussion, and presentation. Based on that, the teachers significantly benefit for students' understanding of the

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## 18) Cultivating Digital Learning Culture: Perspectives of Pre-Service English Teachers at a Private Islamic University in Yogyakarta

*Journal of Foreign Language Teaching and Learning*  
 E-ISSN: 2502-2474, P-ISSN: 2527-2650  
 Volume 10, No 1, 2023 (126-132)  
 DOI: <https://doi.org/10.18106/jfl.v10i1.132132>  
 Available online at <https://journal.um.ac.id/index.php/FLL/issue/track/1127>

including making classrooms less socially, encouraging students to participate and interact, getting parents to be happy and supportive, and getting coworkers and supervisor to be happy and cooperative. Based on this opinion, the value of digital learning can depend on the relationship between teachers and students, whether they prefer digital learning or not.

**Challenges faced by English Pre-service Teachers in developing a digital learning culture.**

Four findings on this research are revealed in dealing with the challenges faced by pre-service English teachers in developing a digital learning culture. First, there are difficulties in controlling learning activities in implementing digital learning. Second, there is fear of the position of digitization that could replace teachers. Third, English pre-service teachers face a burden when implementing digital learning. Finally, there is a belief in underestimating the value of digital learning.

**Effektivitas in controlling learning activities in the implementation of digital learning.**

In this finding, the difficulties the participants face will be discussed. Participant 1 stated, "It is hard to focus on digital learning in the classroom because sometimes, as students, we are disturbed to open other applications that have nothing to do with learning." Additionally, Participant 6 stated, "Maybe there will be difficulties in controlling students if I use digital learning in English learning activities if I become a teacher in the future because if they (the students) are left alone, they will lose focus on the material and instead open other applications on their cellphones."

Meanwhile, Khairul et al. (2022) have a different point of view from the EFL teachers. The study said teachers also have difficulty teaching, have problems managing their students, and face impediments in adapting to digital learning. These difficulties between students and teachers cannot be separated because they should give a spirit to each other in learning activities if they want to implement the value of digital learning. Moreover, the same difficulty is that teachers' ability to exercise control over online instruction is limited (Li et al., 2022; Y. Wang et al., 2023). This is because the application is utilized and does not have a discussion forum system. Despite the issue's existence, many students do not use it effectively. These problems between students and teachers cannot be separated because they should give spirit to each other in learning activities if they want to implement the value of digital learning.

**Fear of the position of digitization that could replace teachers.**

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*Journal of Foreign Language Teaching and Learning*  
 E-ISSN: 2502-2474, P-ISSN: 2527-2650  
 Volume 10, No 1, 2023 (126-132)  
 DOI: <https://doi.org/10.18106/jfl.v10i1.132132>  
 Available online at <https://journal.um.ac.id/index.php/FLL/issue/track/1127>

Some English pre-service teachers are considering that their position can be replaced with digital learning media and content. Participant 1 stated that "this kind of fear arises because English education or materials can be accessed anywhere, so some of my friends, as pre-service teachers, underestimate the use of digital technology in the classroom. They are afraid that the use of digital media will become more popular and shift the position of the teacher." Based on this perception, the application of digital learning can be hampered by this kind of fear. When English pre-service teachers are concerned about this, digital learning culture cannot be fully developed. Thus, it has become one of the challenges of pre-service English teachers.

Many studies revealed that automation and augmentation are the two main applications of artificial intelligence in the workplace (Lu et al., 2022; Lopez & Schneider, 2021; Teaching & Khairul, 2023). Augmentation is when humans work closely with machines to complete a task, as opposed to automation, which suggests that machines take over a human task. Technology was thought to help students, for example, by giving them direct feedback. This idea was acknowledged in several parts, but doubts were raised about technology's actual ability to correct pupils. Through technological meddling by itself was deemed insufficient, the professionals acknowledged the potential of technology to guide and assist pupils (Djogic et al., 2022). However, pre-service English teachers must still be wise in applying digital learning to assist their learning activities to avoid dependency on digitization.

**The Burden faced by English pre-service teachers in implementing digital learning.**

Applying digital learning media might be a burden for some students. Participant 2 said, "Because there are many online assignments, we would like to delay doing them. Even though the value or essence of digital learning itself should be helpful." Also, Participant 3 stated, "Most of the time, when I hear something from offline learning to online learning, I could not manage my time. Because everything is online, there are no direct reminders from lecturers or other student friends, so I think you must be able to manage your time." Based on these statements, digital learning is not always feasible enough for all people and sometimes makes it hard to do their homework.

Students who struggle with self-directed often do not give themselves enough time to do homework, which leads to late or poor assignments (Bussatchak, 2023). The study by Ihsan et

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*Journal of Foreign Language Teaching and Learning*  
 E ISSN: 2480-2070, P ISSN: 2427-2090  
 Volume 10, No. 1, 2023 (120-142)  
 DOI: <https://doi.org/10.18330/jfl.v10n1.13731>  
 Available online at: <https://journal.uns.ac.id/index.php/FLL/issue/view/1137>

AL2021) indicates that time management is essential for students in online learning settings. Digital learning can become ineffective if students lack self-efficacy in managing their time.

#### *Belief in underestimating the value of digital learning*

When a long-held belief appears in digital learning, those beliefs can be a challenge to develop the value of a digital learning culture. Participant 5 states, "People who believe or think that many people use digital learning only for doing it, so the value or credibility of the task is often underestimated. Digital learning cannot just be used, but users also follow the applicable education curriculum." Participant 6 also stated, "Sometimes people believe that digital learning can only be applied to people who are already qualified and in a conducive environment. So, the spread of the benefits of digital learning culture is slower." Statements from Participant 4 is as follows, "So I personally believe that digital learning still cannot replace direct interaction with friends or teachers in class."

All statements from the participants above are similar to the research by Dang et al. (2020). The study mentioned that Chinese parents tended to favor traditional learning in early childhood educational settings and held unfavorable opinions about the advantages and values of online education. This results from their lack of preparation and training for online learning. Thus, the study became a reminder of how crucial digital training is for English pre-service teachers. They should also consider if their students possess the appropriate age and proficiency level to engage as consumers of digital learning when pre-service English instructors assume their future roles. If English pre-service teachers have prioritized these two points, negative beliefs towards digital learning will be avoided.

#### Conclusion

This research examined the cultivation of a digital learning culture among pre-service English teachers at a private Islamic institution in Yogyakarta. Employing a qualitative descriptive approach highlighted six primary practices essential for this cultivation: adhering to academic ethics, starting updated with digital tools, promoting digital literacy, applying student-centered learning methods, participating to relevant training programs, and fostering collaboration among peers and educators.

## 19) Pleasure Reading, Better Understanding: A Young EFL Learner's Journey in Digital Extensive Reading

*Journal of Foreign Language Teaching and Learning*  
 E ISSN: 2480-2070, P ISSN: 2427-2090  
 Volume 10, No. 2, 2023 (155-161)  
 DOI: <https://doi.org/10.18330/jfl.v10n2.13732>  
 Available online at: <https://journal.uns.ac.id/index.php/FLL/issue/view/11372>

guide, particularly in digital contexts and with young EFL learners. The focus should be shifted to creating an immersive and engaging reading experience that supports young EFL learner's enjoyment and comprehension rather than strictly following principles viewed as a set of rules. The digital mechanisms in DER contexts allowed the young EFL learner in this study to maximize enjoyment and comprehension by providing a wider range of digital reading materials with diverse topics that suited the learner's language proficiency while also equipping them with better autonomy and personalized learning experiences.

#### Discussion

The findings of the current study demonstrated a successful implementation of DER by revealing that eight of the 10 principles of ER were effectively integrated into the young EFL learner's DER experiences, which resulted in the young EFL learner's enhanced reading for pleasure and reading comprehension. Throughout the data collection and analysis, the top 10 ER principles by Day and Bamford (2002) worked as a framework for exploring the young EFL learner's experiences within the DER context. Pure ER, which utilized all 10 principles of ER (Day, 2018), could not precisely be implemented in the young EFL learner's DER activities as they led more to disruption than support to better pleasure and comprehension in reading. It should be noted regardless that not implementing all principles of ER did not change the nature of ER as all since these principles should be seen as a guide rather than a strict rule (Oskolnik, 2018; Ng et al., 2010; Kemasidy et al., 2021; Waring & Mahan, 2018). Moreover, the success of an ER practice does not necessarily depend on how many principles are followed but rather on how the principles implemented can suit the young EFL learner's language learning context, which in the present study was DER, in order to obtain the best result. Thus, applying all ER principles, which in this case is the implementation of pure ER, does not always ensure the success of an ER practice (Kemasidy et al., 2021), particularly in debbing into a DER experience. This finding is also in line with the broader study of ER implementation, which recommends more flexibility and adaptation to more successful outcomes across diverse learning contexts (Waring & Mahan, 2018).

During the initial DER sessions, it became evident that strictly applying all 10 ER principles uniformly was not always appropriate for the present study's young EFL learner within

*Journal of Foreign Language Teaching and Learning*  
 E ISSN: 2380-0070, P ISSN: 2327-7050  
 Volume 10, No 2, 2023 (153-161)  
 DOI: <https://doi.org/10.1515/jflte-2023-0009>  
 Available online at: <https://journal.uns.ac.id/index.php/FLL/issue/view/1134>

the digital environment. For instance, the principle of “learners read individually and silently” was difficult to apply as the learner struggled with reading independently in EFL and interacted with the platform used to read. As highlighted previously, it was important to adapt to the ER principle, which aimed flexibility in maintaining the benefits stated (Waring & Hudson, 2019; Waring & Macken, 2019), specifically with the young EFL learner engaged in DER. To address this obstacle, the teacher holds an essential role in order to help promote learner better. Putra could show improvement regarding his vocabulary knowledge as well as his comprehension after being guided by the teacher and proving the teacher as the role model of a reader. As Wajary (2020) suggests, it is crucial to nurture young learners’ reading identities in ER implementation through the help of the teacher, which is reflected within the DER context. This was in line with the theory of young learner’s language development by Vygotsky (1978), where help from a proficient adult plays a huge role in supporting a young learner’s language learning journey before the learner eventually does it independently. The findings also further agreed on how a young learner is fast in acquiring other skills during the EFL studied as the learner is at an optimal age to learn a foreign language (Cahyani & Mulya, 2019; Kusumayanti, 2020).

The positive impact that DER served was not only in terms of skills improvement but also the absence of resistance towards the practice. Advancing from the usual ER practice, making use of digital platforms to help Putra choose any reading materials and read them suggested him to be more engaged with the reading materials. Besides meeting them with different kinds of genres and levels of reading materials, the images served as well as how the learner interacted with the digital tool lined the learner’s reading interest more. As mentioned in a study by Bala (2022), reading with digital tools such as website helps foster young learners’ interaction with the text better. Digital tools offer a great resource that provides interactive features to enhance young learners’ engagement with reading (Bastumet et al., 2021; Ismail et al., 2021; Jannah et al., 2022; Purnamasari et al., 2021). Moreover, an enjoyable reading experience is important in fostering reading comprehension (Gardner, 2009). In this study, reading was no longer done merely for its own reward, as reflected in one of Day and Bamford’s (2002) ER principles, but could be followed by various follow-up activities, which in this study was diary-making. By making a diary, the learner was given a chance to comprehend what he read better and express it in a platform where he could rely on his lively imagination and subconscious mind

*Journal of Foreign Language Teaching and Learning*  
 E ISSN: 2380-0070, P ISSN: 2327-7050  
 Volume 10, No 2, 2023 (153-161)  
 DOI: <https://doi.org/10.1515/jflte-2023-0009>  
 Available online at: <https://journal.uns.ac.id/index.php/FLL/issue/view/1134>

(Borawiec et al., 2007; Hansen, 2007; Mutiah et al., 2020; Piaget & Inhelder, 1969; Poth, 2019). Both his feelings and understandings were reflected in two different forms of responses which are aesthetic and efficient responses (Harik, 2019; Rosenblau, 1982). Putra’s diary entries provided valuable insights into his attitudes towards the stories, reflected in his aesthetic responses, and his understanding of the facts and concepts introduced in the stories, reflected in his efficient responses.

The results of this study are consistent with the findings of previous related studies (Bakkerwit et al., 2018; Endris, 2018; Prasadnan & Sukyong, 2021; Song, 2020; Yulia, 2018). The implementation of DER brought positive impacts on the reading activity of a young EFL learner. Yes, the process of using ER was different from one study to another. These differences emerged due to different language proficiency as well as language learning contexts of the learners studied. Thus, it led to different modifications in terms of applying suitable ER principles that best suited the context. To illustrate, a study by Bakkerwit et al. (2018) only implemented three principles of ER and focused on the young learners’ attitudes toward the practice. The improvement in reading comprehension skills regardless emerged unintentionally. On the other hand, a study by Endris (2018) focused on the young learners’ improvement of reading comprehension skills but the positive attitudes towards it also emerged unexpectedly throughout the study. These successful positive impacts were also shown in a study by Song (2020) which did not mention any use of ER principles and a study by Prasadnan & Sukyong (2021) that implemented all ER principles. Regardless of the number of ER principles implemented that reflected better pleasant reading and reading comprehension for young learners, numerous issues of implementation to consider in conducting ER could be further solved in digital contexts, particularly through DER (Jannah et al., 2022; Rosadepa et al., 2021).

Noticing how the previous related studies were conducted on many young learners and compared the results from one learner to another, the present study appears to contribute in presenting the in-depth process of implementing DER to one young learner and how each established principle of ER could be integrated into the digital context. This study did not only present the positive impacts but also the negative ones that might be hindered in previous studies. Thus, the employment of established ER principles by Day and Bamford (2002) should be modified to further generate the best principles to use that suit the language learning context

## University Ahmad Dahlan

### 1) Exploring classroom management challenges and strategies among EFL school pre-service teachers in the Kurdistan region of Iraq

English Education Teaching Educational Journal 2023, 2(2): 94-100

Abstract: Pre-service teachers with classroom students in Iraq, equipped, and teacher issues are who greatly improve students.

**3.3.5. The Role of Learning a Safe and Comfortable Learning Environment**

The purpose of this theme was to know about the strategies used by the pre-service teachers to maintain a safe and comfortable learning environment. Participant A highlighted that pre-service teachers struggled to manage classroom issues and create a friendly environment due to limited experience. Other pre-service teachers were reluctant to use their own strategies. Pre-service teachers needed to handle these challenges better due to their learning nature. Participant B stated that the pre-service teachers provided a safe and comfortable learning environment. They were generally kind and gentle with the students, as these young learners were in their initial and needed a nurturing approach. Participant C thought that most of them did.

In many cases, the teacher instead seems to stop the school issues, show a related strong opinion on the issues, or even make a joke to break them up. Participant D stated that they generally avoid the use because the learning environment in public school is uncomfortable, and the pre-service teachers can not improve it due to lack of experience and potential. For instance, they usually blamed to control their classroom and control their students. Participant E focused on how to control a safe environment, the pre-service teachers dealing with students with appropriate behavior or handling problematic student behavior and work with parents while developing a sense of community to promote appropriate behavior.

**3.3.6. The Role of Consistency in Applying Rules and Procedures**

The current theme was developed to explore the nature of the rules and penalties used by pre-service teachers in terms of consistency and frequency. Participant A highlighted that it could not guarantee that to all pre-service teachers, but I noticed that many pre-service teachers were aware. They were not clear to their learning nature and experiences in terms, when they were not to maintain their strategy. The same of this, they were more likely to not clear rules for their students. When rules were necessary, and students know they had to follow them, if they did not, they would be punished. I did not notice any punishment from the rules in Islamic schools; they applied the rules daily and consistently to all students. Participant B believed that the pre-service teachers did not impose strict penalties. Overall, they were firm and consistent in penalties, including more structure and order to participate effectively in their activities. Yet this was not clear and inconsistent to any discipline setting. Participant C believed that their rules were not clear and not consistently imposed on give a chance to improve their acts in the next occasion, would talk to the first line of the classroom, of course, they were satisfied. But I do not think that would be enough and more likely to be done to prevent them. Participant D explained that they did not consistently impose such penalties or punishments equally. Whether they could not observe all the substance or procedure violations, the best way of applying the rules, they could not impose penalties regularly. Finally, participant E explained that the pre-service teachers consistently applied the rules and impose penalties regularly without problems.

**3.4. Discussion**

This research provides a valuable understanding of the pre-service teachers' challenges, problems, behaviors, and strategies for managing learning classroom during school. Using a 5-point Likert scale checklist (using Item Consistency, "Consistency", 1-5) to "Consistency" (5). As shown in Table 3, the data analysis results show no statistically significant differences between the pre-service teachers' behaviors and strategies in terms of their challenges and problems, and their behaviors and strategies are similar. This result aligns with other studies followed at al. (2022) conducted, which concluded no difference between male and female teachers in classroom management.

The behavior problems and challenges beginning of pre-service teachers are vary in discipline and intensity. As indicated in Table 2, the data analysis from the participant story and the checklist in consistency, but the pre-service teachers classroom control problems. The obtained finding is

Results of Exploring classroom management challenges and strategies... 1

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English Education Teaching Educational Journal 2023, 2(2): 94-100

Abstract: Pre-service teachers with classroom students in Iraq, equipped, and teacher issues are who greatly improve students.

**4. Conclusion**

The research reveals that pre-service teachers face various challenges, including classroom management, behavior issues, time use, time management, and student motivation. They lack sensitivity in developing strategies and do not manage self-regulation. The study suggests that teacher education programs should incorporate a broader range of experiential techniques to equip pre-service teachers better and guide them how to handle their teaching classes more effectively. However, designing behavior interventions is insufficient, and research and publications are not sufficient in the context of this study. Further more importantly, the lack of time management skills among the EFL pre-service teachers is a major challenge, which negatively affects their professional and achievement of learning outcomes. Therefore, providing instructional training can certainly promote the pre-service teachers' abilities and skills for effectively managing their instructional classrooms, and specifically focusing their efforts on self-regulation and time management, and maintaining helpful relationships with students.

**4.1. Implications**

These study results and findings can have implications for university course designs, professors, administrators, and researchers. First, university programs and curricula need to reflect the teaching processes in schools. Second, university professors should improve more useful examples and cases into the courses content they deliver. Third, the duration of school programs could be extended by adding extra credits. Finally, the findings of this study can guide researchers in the field of teacher education to have more focus on specific issues, and conduct studies in diverse contexts with various participants.

**4.2. Limitations and Recommendations for Future Studies**

It is important to note that this study was conducted in a public university in the EFL and focused on the content of the teacher's curriculum, specific pre-service teacher skills, and the application of these methods in the classroom. Additionally, the number of participants was limited to female pre-service teachers due to their relatively small number of students enrolled and the time-consuming requirements for the study. In order to better generalize the findings, therefore, this study recommends taking more universities and participants for future studies. This study also recommends using observation as a

Results of Exploring classroom management challenges and strategies... 1

## 2) Unleashing the power of instruction: Internalizing religious moderation values in students' EFL writing

**English Language Teaching International Journal**  
 Volume 9, No. 1, Spring 2018, pp. 95-113

...with the implementation shown by ...  
 ...the religious moderation values ...  
 ...the students' religious moderation values ...  
 ...the students' religious moderation values ...  
 ...the students' religious moderation values ...

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...the implementation of religious moderation values ...  
 ...the implementation of religious moderation values ...  
 ...the implementation of religious moderation values ...

### 3.3. Discussion

The initial result of this research indicates that the implementation of religious moderation values in students' EFL writing has become a major field of research. By internalizing religious moderation values into the writing process, the students can produce a learning environment that is more significant and impactful. The religious moderation principles appear during the implementation such as *Freedom of Equality, Peace of Social Justice, Fairness and Justice of Dynamics and Innovation*. These are considered as the foundation of the implementation of religious moderation values. The concept of religious moderation principles when first observed and interview result. "It is indeed equally based on students' competency to understand conducting their social background". "Yes, the teacher divided roles among them according to their strengths, such as research, writing, and speaking" "in a fun, and all students have the same chance to work in teams" (Observation on Field). "The topic is about the local custom of Lampung society of *Wed of Longy* (Wedding)". "The members of the both support and enhance motivation aimed to produce an outline". "We conducted online article, books about Lampung culture, historical facts, photos, and referred to social media". "We designed online articles and videos that were more accurate, detailed, and easy to understand". (Observation on Student Discussion and Discussion). "The team has completed and selected each other then they made a decision to present original single discussion". "There were several times I give my ideas for the topic. We were discussing, sometimes I took it by looking at the ready around me, or experiences from other people". (Observation on Discussion). Thus, it should be checked carefully by using the writing's rubric that emphasizes the middle path, not the extreme either. "We have chosen to use sources that are reliable and written by those who know the Lampung Culture best". (Observation on Field).

The implementation of religious moderation values, in learning writing using collaborative writing technique offers a novel way in private inference. In this technique, students collaborate to produce written piece that promote candid discussion and introspection on diverse viewpoints. For instance, the students have to share their roles in the team to brainstorm the topic of a script even every aspect of script outline. Therefore, the member of the team usually first produces about different ideas. Lacking, the implementation of this value requires more of encourage students, personal collaboration, and empathy during the writing process. Collaborative writing technique also develops strategy writing abilities while fostering their capacity to respectfully discuss diverse subjects. Students can learn and practice these practices through collaborative writing, which guarantees that they will play a crucial role in their moral and intellectual growth.

Students studies have shown that incorporating religious moderation values into students' writing in English as a foreign language has significant positive effects on learning outcomes, respect for variety, and critical thinking. For instance, Setyawan and Setyawan (2017) explain that improve students' awareness and practice of religious moderation by including religious moderation into English language training, particularly through cross-cultural understanding classes. Laraswati, Setyawan et al. (2017) emphasize that incorporating communication activities into English language instruction in high schools of religious moderation and promote self-esteem and respect for diversity among students. In keeping with the national motto of Indonesia, "unity in diversity," incorporating the concept of religious moderation into English language instruction. This outcome is consistent with previous research by Nur Hanihah et al. (2022) that classifying the application of religious moderation values in religious education, such as religious education, science, peace, and accommodation of local culture could support avoid discrimination and encourage tolerance between students.

More significantly, including religious moderation principles into EFL writing fosters tolerance, respect for opposing viewpoints, and critical thinking. By using religious moderation in their EFL writing, the learners encouraged students to express their thoughts while acknowledging different cultural and religious viewpoints. This approach reduces religious or ideological biasness by encouraging a more balanced viewpoint. Furthermore, in addition to encouraging improved writing skills, these methods contribute to the development of a generation of students who are better equipped to navigate

Figure 26. Strategy of internalizing the power of instruction: Internalizing religious moderation values

The diversity of the world is a fact and the basic way students contribute to the development of a more tolerant and international society is to apply their unique talents of the classroom to their communities and beyond.

The second goal of the research demonstrates that the implementation of religious moderation values in students' EFL writing has a complex impact, requiring social and academic individual motivation. While, theoretically, religious moderation values in education helps students become socially conscious individuals with an inclusive and inclusive character. Students who absorb these values are more likely to engage in activities and more likely to contribute positively and helpfully within their communities, which can have a knock-on effect on their academic outcomes. It is through the results of the interview that there are numerous values among the students: "Yes, I can and from the religious side." "Yes, I can and from the religious side." "No, I can't." It is through the ability to participate with students who have different opinions that we can help them learn. For instance, "Yes, moderation does have an important effect, especially when the things which related aspects were more important to be made." "Yes, some of the things in groups that we have have their own way of expressing on what is writing on essay. Therefore, we should be more" in addition, EFL writing classes have to provide differentiated and meaningful activities for students to actively show the results of their. Due to the importance of social inclusion and cooperation and subsequently explain a complex social and religious aspect, this approach not only fosters critical thinking skills but also enhances language skills. Thus, the school can create their own culture about social skills.

Students studies have indicated, research on the implementation of religious moderation values in students' EFL writing indicates multiple impact on promoting secondary education, critical thinking, respect for tolerance, classroom management and harmony. As an illustration, it has an effect on the values of religious moderation on Indonesian EFL class. It was discovered that teachers implemented religious and moderation in education through social interaction, social values, an equal and inclusive, voluntary and inclusive than English writing activities. In addition, also in addition, it can be used to increase religious moderation from other people who have similar practices in order to develop people who are inclusive, moderate people with a well-structured religious viewpoint, in addition, it can be used to increase religious moderation in EFL education and the difficulty in learning through group discussion. Group discussions can help in this research, in fact, students develop tolerance and respect for one another while working together in a shared effort.

The implementation of religious moderation values in students' EFL writing demonstrates a complex and multifaceted impact. Research has repeatedly shown that religious values like tolerance, tolerance and respect in EFL writing can help improve vocabulary and also encourage critical thinking and become fundamental of critical thinking. The implementation of religious moderation in education, which includes religious and social values, can help improve social skills, social skills, and social skills. In addition, it can be used to increase religious moderation from other people who have similar practices in order to develop people who are inclusive, moderate people with a well-structured religious viewpoint, in addition, it can be used to increase religious moderation in EFL education and the difficulty in learning through group discussion. Group discussions can help in this research, in fact, students develop tolerance and respect for one another while working together in a shared effort.

4. Conclusion

Considering the discussion above, it becomes evident that implementing religious moderation values in students' EFL writing offers a unique chance to promote linguistic proficiency and social skills. Moreover, exploring the impact of religious moderation values on students' EFL writing can help educators and researchers better understand the complex relationship between religious values and language learning. The implementation of religious moderation in education, which includes religious and social values, can help improve social skills, social skills, and social skills. In addition, it can be used to increase religious moderation from other people who have similar practices in order to develop people who are inclusive, moderate people with a well-structured religious viewpoint, in addition, it can be used to increase religious moderation in EFL education and the difficulty in learning through group discussion. Group discussions can help in this research, in fact, students develop tolerance and respect for one another while working together in a shared effort.

In addition, religious moderation values in EFL writing is not only a linguistic and social skill, but it is also a moral and ethical skill. It is important to note that the implementation of religious moderation values in education is not a one-time event, but a continuous process. It requires ongoing support and reinforcement from educators, parents, and the community. The implementation of religious moderation values in education, which includes religious and social values, can help improve social skills, social skills, and social skills. In addition, it can be used to increase religious moderation from other people who have similar practices in order to develop people who are inclusive, moderate people with a well-structured religious viewpoint, in addition, it can be used to increase religious moderation in EFL education and the difficulty in learning through group discussion. Group discussions can help in this research, in fact, students develop tolerance and respect for one another while working together in a shared effort.

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3) Measuring up: Rasch analysis of English reading comprehension test for informal education learners

13.3%) and 3 other questions (10%) that are classified as very easy. The inclusion of these too easy questions does not provide any benefit in differentiating the level of ability between participants, because they tend to be answered correctly by almost all students.

From the analysis, it can also be seen that the distribution of questions in terms of difficulty level is quite ideal because it is dominated by questions with a moderate level of difficulty, while questions that are classified as very difficult and very easy are only a few in number. This is important to ensure that the test instrument can be used effectively to measure students' abilities at various levels of ability. However, the existence of questions that are very easy or very difficult should be reviewed, because these types of questions are likely not to provide sufficient information in the evaluation process.

In addition, based on the overall quality analysis of the questions, 56.7% of the questions were classified as good and only 13.3% were poor. Questions that were included in the poor category generally come from groups of questions that were too easy or too difficult. Therefore, to improve the quality of the test instrument, these questions need to be improved or replaced so that the overall test has better discriminatory ability. The arrangement of the question sequence is also an important concern. It is better to arrange the questions starting from the easiest, then to the moderate level, and ending with the difficult ones. This sequence can help participants work on the questions more comfortably and increase their motivation in completing the test. In conclusion, although in general this test instrument is quite good in terms of the distribution of difficulty levels, revisions are still needed on various questions so that the test results are more valid and representative in measuring students' abilities as a whole.

3.5. Discussion

The results of this study indicated that the English reading comprehension test instrument used in the context of informal learning had statistical conformity to the Rasch model, although it still shows weaknesses in terms of reliability. The item reliability value of 0.82 and participant reliability of 0.39 are low, indicating that the instrument has not been able to measure participants' abilities consistently. This is in line with the findings of Wicari and Mahardika (2020), and is supported by results research from Priyanti and Supriatna (2024) which emphasizes that low reliability can be caused by limited number of participants or items that do not reach the participants' ability level.

In terms of item fit, 27 out of 36 items (75%) were in the fit category based on the MNSQ (Infit and Outfit) values, meaning that most of the items functioned as they should in measuring participants' abilities according to the Rasch model's expectations. However, there were three items that showed perfect scores from all participants. Although this seems ideal, it is problematic in the Rasch context because it does not provide the response variation needed to differentiate participants' ability levels (Aryantono et al., 2023). Similar findings were also expressed by Novriy and Kurni (2024) and Nugra et al. (2024), who suggested that such items be revised to provide more meaningful information.

The person fit analysis also supports these findings. As many as 56.7% of participants showed a pattern of answers that matched the Rasch model, while the other 13.3% were in the misfit category, most of whom also obtained a perfect score. This is consistent with the view of Rishadoni et al. (2023), which state that a perfect score can reduce the accuracy of participants' ability estimates. Christman and Ammasorp (2024) even emphasized that Rasch analysis is very effective in detecting anomalies like this, especially in formative and diagnostic assessments that require high precision.

Based on the difficulty level of the questions, most (67%) were in the moderate category, which means they are well in accordance with the general abilities of the participants. This is ideal for learners in informal contexts who tend to have diverse backgrounds and ability levels (Johnson & Mahardika, 2022). However, there are also questions that are too easy (10%) and very difficult (3.3%). Questions with extreme levels like this need to be reviewed because they can disrupt the balance of distribution and the overall effectiveness of the instrument (Aung & Hlobo, 2023; Nugroho, 2022). Questions that are too easy are unable to distinguish participants' abilities, while questions that are too difficult can cause cognitive and psychological stress (Sennar, 2023).

These findings emphasized the importance of improving the quality of the instrument through item revisions, increasing the number of participants, and controlling more even levels of question difficulty. As suggested by Subagja, Robini, and Kurniawan (2023), increasing the number of items and respondents can improve the reliability and discrimination of the instrument. Further research can also

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<p>consider the use of more complex, Kanzi models, such as the Memory-Based Kanzi Model (Tobin, 2022; Tobin &amp; Sasaki, 2023), to capture broader variability in the dynamic system of inferential learning.</p> <p>In addition, the Kanzi model assumes a processed level despite its low reliability. Research by Dams (2022) and Padoyev and Bahmaniyan (2023) showed that Kanzi analysis is able to predict an in-depth evaluation of more frequent, individual response patterns, and potential measurement bias. This is especially relevant in informal education that requires nonstandard instruments that are adaptive and responsive to the needs of diverse learners (Young &amp; Reinholz, 2022; Yegorova et al., 2022).</p> <p>Thus, although this instrument has generally shown good conformity with the Kanzi model, improvements are still needed on items that are too easy or too difficult, as well as increasing reliability by increasing the number of participants in items that are reported as hard. The instrument can produce more accurate, fair, and representative measurements of students' literacy skills in the context of informal learning. The application of Kanzi analysis in this study has been shown to provide a significant contribution to the scientific and systematic evaluation of the instrument.</p>			
<p><b>4. Conclusion</b></p> <p>The English reading comprehension test instrument for students in informal educational institutions has a fairly good level of reliability in the Kanzi mathematical model, with 90% of the items included in the fit category. However, the low reliability values for both items and participants indicate that the instrument's ability to measure and differentiate students' reading skills needs to be improved. In addition, the existence of items that are too easy or too difficult, as well as participants with perfect scores, are indicators that revisions to several items need to be made in order to improve the measuring power and fairness of the instrument.</p> <p>The implications of these findings point to the need for more systematic and sustainable instrument development in the context of informal education. Teachers and managers of educational institutions need to be more careful in designing questions with a balanced level of difficulty and relevant to the abilities of students. The application of the Kanzi model has proven effective in diagnosing item quality in detail, so that it can be used as a tool to improve the validity and reliability of the instrument. In practice, the development of questions must be accompanied by an increase in the number of participants and a variety of reading texts that are appropriate to the current of students' lives. This instrument in informal learning is not only an assessment tool, but also a learning instrument that encourages deep understanding and the development of students' literacy competencies.</p>			
<p><b>Acknowledgment</b></p> <p>We would like to thank the English Language Education Department, Yogyakarta State University, for providing the facilities and academic support needed for this study. Our sincere thanks go to the English major course students who participated in this research. Their help and cooperation made this study possible.</p>			
<p><b>Declarations</b></p> <p>The authors collectively carried out all stages of the research process, including the formulation of the research problem, design of the study, data collection, analysis and interpretation of the data, and preparation of the manuscript.</p>			
<b>Author contributions</b>	<p>The authors collectively carried out all stages of the research process, including the formulation of the research problem, design of the study, data collection, analysis and interpretation of the data, and preparation of the manuscript.</p>		
<b>Funding statement</b>	<p>No funding is available for this research.</p>		
<b>Conflicts of interest</b>	<p>The authors declare that there are no conflicts of interest related to the content or conduct of this study.</p>		
<b>Ethics declaration</b>	<p>This study adhered to ethical standards for research involving human participants. Informed consent was obtained from all participants prior to their involvement in this research. Approval was also received from the relevant academic body.</p>		
<b>Additional information</b>	<p>No additional information is applicable to this study.</p>		

Submitted at: <https://doi.org/10.24054/elt.v8i3.1899> (English-reading-comprehension-test)

#### 4) Shaping the future of translation careers: Student interest and the need for curriculum reform in the AI era

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<p>These respondents also highlight an urgent need to integrate MT into translation courses within the classroom. Currently, most translation activities follow a traditional approach, primarily focusing on text analysis, research, and restructuring. In this conventional procedure, students learn their own skills by analyzing the source text or working based on their own judgment. They search for this language by identifying equivalent expressions and restructuring the text according to the target language's grammatical rules and contextual nuances.</p> <p>As technology has provided the instrument to help translators do their job, this study's respondents recommend using machine translation in classroom settings. It can be in the form of a Computer-Assisted Translation (CAT) tool or even simple machines. They know that professional translators have used MT to do the job, keeping students away from MT in the classroom activity means keeping them in distance from the real world of the translation industry.</p> <p>A different argument comes from the respondents who disagree with the statement in the question. These disagreeing respondents believe that the future of machine translation is uncertain. One of the respondents claims, "The quality of Google Translate improves significantly from time to time. It used to produce bad translations, but now it has performed impressively in translating text. In many cases, human intervention is never as well as the translation is unnecessary. Google Translate is more than enough for the reader who only want to know the message." Another respondent quoted a machine translation vendor who claimed that their product could achieve 90% translation accuracy, suggesting that the remaining 10% improvement is merely a matter of time.</p> <p>With these considerations, they do not choose translation as one of their career options in the future. They believe that the number of job opportunities in the translation field in the future will decrease significantly because clients can already access the machine translation. They do not want to take the risk.</p> <p>Despite different views on translation careers, respondents generally agree on the value of integrating MT into classroom translation lessons. They see the potential use of machine translation as a CAT tool and a form of automatic translation. By familiarizing them with these tools, the classroom could better prepare them for the realities of the translation industry, where proficiency with technology is increasingly essential.</p>			
<p><b>3.2. Discussion</b></p> <p>The data analyzed in this study shows that 79.3% of respondents are familiar with MT and often use it for translation assignments. This finding is in line with recent studies and surveys. Hellmich and Vlach (2022) claim that MT tools are commonly used by students learning foreign languages, with around 70% reporting frequent use of services like Google Translate, Bing, and MyMemory (2022). In their study conducted with Baku, Moscow, and Hyderabad translation students, students in the Netherlands that 65% of their respondents use MT in their tasks. In France, Loock and Luchinskaite (2021) conducted a survey of 80 students enrolled in a translation course at the University of Lille and found that 97% of students utilize MT tools for their homework assignments.</p> <p>Another similar phenomenon is seen in Spain. A survey conducted by Pastor (2021) to the students of the Translation Program of the University de Valencia identified that 72% of her respondents reported resorting to MT as a problem-solving tool when faced with text fragments containing especially difficult sentences or complex syntactic structures. It is also reported that 100% of her respondents believe that MT can help them to translate under certain conditions. In Turkey, Çelik and Hellmich (2021) reported in their study to English Language and Literature students at a state university in Turkey that 87% of their respondents use MT (84% every day and 4% sometimes). Another review by Lee (2021) highlights that MT has become an integral part of foreign language education, with tasks such as reading post-graduate class to provide students on digital resources in foreign learning environments. Students prefer using MT for its accessibility and immediate feedback, particularly for writing, translating complex texts, and facilitating understanding in a second language.</p> <p>These findings confirm the widespread use and integration of MT tools among students, with many relying on them in their translation tasks. The respondents in this study also recognized the advantages of MT – such as speed, efficiency, and reduced pressure – which have sparked their interest in translation as a career. Many students highlighted that MT's ability to enhance translation</p>			

accuracy and productivity. This positively impacted their view of the profession, suggesting that the convenience offered by AI tools is essential to their success in the field.

Research that explored whether the incorporation and advantages of AI technology students to pursue careers in translation industries varied by gender, as AI technology both benefits and challenges in the field. In a study on 30 second-year students at Taras Shevchenko National University, Ukraine, Dabney et al. (2024) found that using AI-assisted tools in translation education can significantly improve students' academic performance and satisfaction. This enhancement in their skills increases their confidence and interest in pursuing a career in translation.

Other studies explore the positive response to the tools. Tian et al. (2023), in their study of 108 grade 2023 students selected from three Chinese universities, highlighted that Chinese work self-efficacy positively relates to students' evaluation of translation technology. In line with the above studies, García-Barralón and Díaz-Cano (2023) observed that integrating AI in educational translation teaching has sparked interest in post-graduate courses.

However, when considering career options, data in this study indicates that most respondents are generally neutral about pursuing a career as a translator. As seen in Figure 3, 55.56% of the respondents expressed no strong opinion, 29.84% showed interest, and 15.53% opposed the idea. The data also indicates that satisfaction is highest among students from March 2022-2023 (60.7%) and 2023-2024 (66.7%), compared to the more distant students in March 2021-2022 (44.0%). Additionally, March 2021-2022 students show more career clarity, with 80% already set on their career options, compared to 53.3% in March 2023-2024. Such determination is typical, as students in higher semesters often have more defined and specific career objectives than those in lower.

The data also reflects broader trends observed in translation program graduates worldwide. Hsu and Hsu (2022) reported that only around one-third of translation program graduates pursue work as translators or interpreters. Current studies illustrate this trend with specific figures. For example, average Seminars Secondary students in 2020 (sample of 56), 84.4% were employed in translation services. An EOLTE survey with 1,136 graduates found 39.03% working as translators or interpreters, while a study by Schmidt, Chaitanya, and Mehra reported that 67.28% of 1,276 graduates held translation or interpreting jobs. Similarly, a study by Mulya et al. (2023) on 100 graduates from the University of Muhammadiyah Cirebon, which revealed that respondents had a moderate interest in pursuing careers in translation.

As indicated in the findings, respondents in this study see the profession from two perspectives. The positive group perceives it with optimism. They see how translation is an ever-growing field of AI-based AI. Meanwhile, respondents exhibiting disagreement noted their concern about AI's threat to the human role in translating jobs. They are concerned that job opportunities will significantly decline due to the advancements in machine translation.

The results of this study align with those of Kwon and Mahapatra (2021), who found that translators generally perceive the impact of AI on their profession with a mixed outlook and optimism. While many see AI as a potential threat, they also recognize that these technologies can help reduce repetitive tasks, allowing them to focus on adding machine-translated text and provide a more satisfactory machine translation post-editing (MTPE).

Responding to advancements in AI, researchers have long sought to incorporate AI into education translation instruction. This integration began in the 1970s but gained significant momentum in the 2010s due to rapid advancements in neural machine translation (NMT) technology. This approach involves using AI-powered processing to create more accurate and linguistically appropriate machine translation outputs. In 2023, AI was incorporated into legal translation courses to enable students to gain practical skills (67.7%). This solution highlights how AI can enhance traditional translation education by providing a more practical, efficient, and cost-effective approach with compared to the traditional classroom setting (Chaitanya et al., 2022; Chaitanya et al., 2023; Chaitanya, 2023).

Several approaches have been proposed for integrating AI into translation courses. For instance, Hsu et al. (2019) suggested a six-step framework: identify the students' human and machine translation. Students were asked to translate texts both manually and with the aid of AI, followed by a comparative analysis of their human translations versus the AI output. This approach allows

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## 5) TED talk and YouTube for English Education: An autoethnographic study

their photos on our Google Classroom Forum, they explored the linear photo hands-on, fostering collaboration and creativity. This experience highlighted how social media can transform ordinary lessons into engaging, collaborative, and meaningful learning opportunities.

In her experience as a teacher, the integration of social media into the classroom has reshaped the researcher's teaching practices and enriched her students' learning experiences. By embracing these tools, she has moved towards a more interactive, personalized, and relevant approach to education. Social media has not only provided valuable resources but has also transformed students into active participants in their learning, fostering a culture of communication, collaboration, and creativity.

### A) TED TALK

TED Talks serve as an effective resource for both students and teachers in the teaching and learning process. In Vietnam, where English language proficiency is increasingly essential for academic and professional success, TED Talks have emerged as a valuable tool for enhancing learners' listening and speaking skills. This is largely due to their authentic language presentation, diversity, and accessibility (Park & Cha, 2013). As globalization continues to shape Vietnam's economy and culture, the ability to communicate effectively in English has become more critical than ever (Dinh, 2013). Consequently, educational institutions across the country are placing a strong emphasis on English language learning, elevating its status within the curriculum (Huong, 2020). Resources like TED Talks have become important supplementary tools for modernizing the classroom experience.

TED, which stands for Technology, Entertainment, and Design, is a non-profit organization that offers free presentations available on the Internet (Nurhuda, 2020). The platform features recordings of global conferences that cover a wide range of topics, from business and science to education and entertainment. Since becoming publicly accessible in 2006, TED presentations have garnered significant engagement, resulting in more than 1,000 talks and a database of 35,000 transcripts available in over 30 languages—a number that continues to grow (Lima et al., 2019). The talks attract non-speakers from diverse linguistic backgrounds and cultures, offering a unique platform for authentic language input and cultural exploration (Li, 2024). Furthermore, the short duration of each video—typically no more than 18 minutes—makes them easily digestible and encourages lively classroom discussions around relevant ideas and educational experiences (Ardiansari, 2019). This exposure provides students with practical understanding of English, extending their knowledge beyond traditional textbooks (Johanna, 2015).

### B) The Influence of YouTube and TED Talks on Enhancing English Skills

#### a) YouTube and TED Talks as a Model for Pronunciation and Intonation

The researcher recalls, as a student in the past, how her English speaking used to resemble a robotic delivery. She struggled to articulate words yet they lacked the natural rise and fall in tone that characterizes fluent speech. Consequently, she was unable to convey her emotions effectively during conversations. This issue is the trigger to her robotic speech in English as a Foreign Language (EFL) classes share similar challenges, particularly when both teachers and students are non-native speakers (Prasetya et al., 2021). To address this, the researcher decided to modify her learning approach by exposing herself to authentic materials through YouTube and TED Talks. Employing techniques such as extracting and shadowing while watching these videos has significantly improved her pronunciation and intonation.

Pronunciation involves not only articulating words but also producing the correct sounds of the English language. It is argued that practicing and adjusting pronunciation in real-time enables learners to refine their skills (Chaitanya & Syarif, 2019). Such methods enhance students' understanding of contextual language models, increasing their awareness of various components such as intonation elements, rhythm structures, and prosodic features (Tracy, 2019). As noted by Yang (2016), engaging with YouTube and TED Talks can help students improve phonetic pronunciation and prosodic competence, moving one closer to a highly intelligible pronunciation. Research by Tran and Nguyen (2024) also indicates that most students are used to reading to refine their intonation and pronunciation of speakers while using phrases and vocabulary to refine their own speech.

While YouTube and TED Talks have been invaluable for improving her pronunciation, they have also exposed the researcher to a range of English accents from diverse presenters. However, this exposure comes with its own set of challenges. First, the rapid speech of some speakers can make it difficult to follow along, particularly if learners miss one or two vocabulary words (Dinh, 2023).

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students to critically assess the strengths and weaknesses of MT, particularly in terms of lexical and cultural accuracy and evaluate their understanding of translation accuracy.

Another approach involves a variety of automated translation activities, such as pre-writing matrix tasks, providing prompts, and post-writing machine-generated output. Pre-writing involves analyzing the source text to improve the quality of the MT output, including simplifying complex sentences and ensuring consistency in terminology (Cohen & Lohr, 2012). Prompts, which provide specific instructions to MT systems, are another tool that can refine the translation process. For example, providing "hints" in the prompt when translating an Indonesian proverb results in a more accurate and contextually appropriate translation. This highlights the importance of training students in the strategic use of MT prompts (Wahid et al., 2022).

Post-writing is another key skill that translation students must develop. It involves reviewing and improving the MT output to ensure accuracy, coherence, and fluency. The post-writing process can be divided into several steps: initial assessment, error correction, fluency and stylistic improvements, and final quality assessment (Lohr et al., 2020). Teaching students these post-writing skills is crucial to preparing them for the demands of the professional translation industry, where MT is increasingly used as a productivity tool in various contexts.

Finally, Patten (2011) proposed a comprehensive approach for advanced translation students, which includes practicing with different MT engines, analyzing MT errors, and engaging in post-writing tasks. This also involves evaluating MT outputs both manually and automatically, as well as exploring the professional implications of MT in the translation field.

4. Conclusion

The emergence of AI has significantly reshaped students' views on translation careers. This study confirms that the influence could be twofold. On one hand, some students view AI as a tool that can enhance their translation skills and efficiency rather than seeing it as a threat. This technological advancement opens up more career paths and opportunities. On the other hand, some other students are concerned that automation might replace traditional translation jobs. The key is that machine translations would diminish the demand for human translators, leading to fewer job opportunities in the field.

However, despite these concerns, the benefits of AI remain evident—particularly in its ability to help capture the nuances of culturally rich texts, idiomatic expressions, and literary works. As students become more aware of these advantages, they are beginning to recognize the irreplaceable role of human translators. Human expertise, particularly in cultural sensitivity, structural depth, and creative interpretation, remains essential for high-quality translations. These insights reinforce the enduring relevance of human translators in a profession increasingly influenced by technology.

Looking ahead, the future of translation careers lies in the integration of AI and human expertise. By leveraging the strengths of both, the translation process can be enhanced, producing high-quality outputs that surpass what either could provide on their own. The next step, therefore, is to incorporate AI into translation training programs for individuals, ensuring that students are equipped to navigate the evolving landscape of the profession.

Future research should focus on developing AI-based teaching models for translation that effectively integrate machine translation tools. These models would provide students with practical skills in using MT alongside human judgment, preparing them for a technology-driven translation industry where productivity in both domains is essential.

Acknowledgments

We express our gratitude to the Rector of the University of Technology, Yogyakarta, UPMY, and the Head of the English Education Department for their support and for providing research facilities. We also sincerely thank the respondents for their participation and cooperation during the data collection process.

Keywords: AI, student perception, MT, exploring the future opportunities career...

6) Exploring undergraduate student perception of international student mobility program

3.3. Introduction

In this study, 5 interviewees were conducted online using voice calls because the research was conducted during the COVID-19 pandemic, so the researchers could not see directly the participants responses and expressions when answering interview questions. And even so, the danger that researchers want to meet can still be overcome. The researchers also asked the participants again to make sure the responses they made were correct and after the data was processed, the participants do periodic checking on the research notes the results of their interviews. It was do to make sure that the notes were real words.

The findings identify language learning, expanded networks, cultural exchange, and self-development as key advantages of ISMP participation. These benefits resonate with existing literature, which underscores the importance of immersive programs in enhancing linguistic, intercultural competence, and career development (Lohr et al., 2020; Lohr, 2020; Cohen & Lohr, 2012). Furthermore, language skills, particularly in English, were a consistent theme among participants. This aligns with studies on program success that emphasize the role of multilingual proficiency in improving language proficiency (Lohr, 2020; Lohr et al., 2020; Lohr, 2020).

Moreover, participants reported forming new relationships with peers and faculty from diverse cultural backgrounds, contributing to an expanded professional and social network. Such networking opportunities are widely acknowledged as a key advantage of mobility programs, offering students long-term benefits in both personal and professional spheres (Lohr et al., 2020; Lohr, 2020). Additionally, exposure to different cultural practices and academic settings enhances students' intercultural competence and adaptability, as emphasized by Zuhairi et al. (2019).

Self-development was another significant advantage. Participants noted improvements in self-discipline, critical thinking, and adaptability, reflecting the benefits of mobility (Lohr et al., 2020) and Roy (2020), who highlighted the role of international programs in fostering self-efficacy and agency among students.

Despite the numerous advantages, participants also reported notable challenges, including language barriers, cultural differences, unfamiliar academic practices, and time zone adjustments. Language barriers, a common challenge for international students, have been extensively explored in studies by Lohr and Lohr (2020) and Lohr (2020). The need to communicate and study in a non-native language creates initial hurdles but also serves as a catalyst for linguistic improvement.

Cultural differences, particularly in academic habits and classroom practices, posed additional challenges (Lohr et al., 2020; Lohr, 2020). For instance, participants noted differences in engagement levels and higher expectations for academic rigor, echoing findings by Lohr et al. (2019) regarding the contrasting styles of undergraduate students. The cultural differences and contrasting learning styles showed and were mentioned as having overcome required significant adjustments.

Time zone differences, especially for online programs, were another obstacle. While minor for some, these differences impacted scheduling and communication. Cultural differences in these study of student mobility during the COVID-19 pandemic.

The findings of this study underscore the need for educational institutions to provide targeted pre-departure training and ongoing support to address these challenges. Institutions should focus on equipping students with linguistic and cultural skills, as suggested by Lohr and Lohr (2020). Furthermore, formal and informal support is essential for ensuring inclusive and successful experiences that consider the diverse backgrounds of international students.

Participants should also take note of their findings to obtain further resources that enhance language skills, networking features, initiatives such as virtual mentoring, peer support systems, and flexible academic requirements could enhance the overall experience of ISMP participants (Lohr et al., 2020; Lohr, 2020; Lohr & Lohr, 2020).

Keywords: AI, student perception, MT, exploring the future opportunities career...

## 7) Leveraging gamification to enhance motivation and engagement among EFL learners

English Language Teaching International Journal  
Vol. 9, No. 3, December 2023, pp. 97-108

1026-2023-1002

Concepts include assessing learners' understanding through verbal and visual, monitoring the learners on a simple processing channel, and presenting vibrant verbal and pictorial information (Carpin, 2014: 2).

Table 9. Mean of survey responses given on attitude

Attitudinal categories	CG (n = 37)		EG (n = 37)		F	Sig. (2-tailed)
	Mean	SD	Mean	SD		
Fun activities	4.29	0.54	4.29	0.57	0.112	0.733
Real-time feedback	3.67	0.54	3.51	0.50	0.006	0.000**
Real-time interaction	3.43	0.44	3.54	0.47	0.003	0.000**
Real-time assessment	3.00	0.74	3.43	0.62	0.007	0.000**
Real-time communication	3.54	0.74	3.46	0.66	0.004	0.000**
Real-time participation	3.54	0.63	3.52	0.66	0.000	0.000**
Real-time collaboration	3.23	0.63	3.23	0.53	0.007	0.000**
Real-time interaction	3.54	0.74	3.46	0.66	0.004	0.000**
Real-time feedback	3.23	0.63	3.46	0.66	0.000	0.000**
Real-time participation	3.54	0.63	3.46	0.66	0.000	0.000**

Note: \* p < 0.05, \*\* p < 0.001, \*\*\* p < 0.000.

### 3.2. Effect on Learning Engagement

Students' participation in online activities was taken as an indicator of learning engagement. Online activities were given by providing students' comprehension of the material covered in their own time. The main objective of these activities and interaction was achieved through online real-time activities. The main objective of these activities and interaction was achieved through online real-time activities. The main objective of these activities and interaction was achieved through online real-time activities.

The discussion forum was created for a weekly basis for students to answer their questions about learning content or reflection on learning materials. It is intended to increase students' engagement and create a student-student or teacher-student interaction. The data were analyzed using a two-tailed t-test. One of 37 students in the CG, a total of 37 students (including positive operators or responding to specific words highlighted over the course). This represents an average of 0.7 participation per week and 1.8 means per student. For all of the statistical results, comparisons of submission on the discussion forum were made between the CG and EG. As shown in Figure 3, in the first four discussions, the submission rates were similar for both groups. However, from discussion 5 to 8, the difference in the submission rates became more obvious. For example, in discussion 5, only 0.0% of the CGs answered in comparison to the discussion, whereas 0.0% of the EGs did. At the end of the semester, only 1.0% of the CGs submitted responses, whereas 3.0% of the EGs did. This indicates that without the benefit of strategy interventions, the CG gradually decreased over time, the submission rate was reasonably high and steady in the EG.

Table 9. Mean of survey responses given on attitude (continued)



These findings show student participation in online activities revealed that gamification had a positive impact on students' engagement. Specifically, the students in the EG had a higher submission rate for quizzes (74.28%) and discussion forum (78%) than did those in the CG (43.5% for quizzes and 0% for the discussion forum). This suggests that the EG was more likely to engage in thinking or more related to language used than the students were more willing to interact with the instructor and peer students. According to the results of the Mann-Whitney test, the scores of the EG were significantly better than those of the CG on four out of the eight quizzes. This provides evidence that the participants in the EG were involved in more cognitive activities in the gamified classroom.

To explore possible causes that might have influenced student engagement in the EG, we conducted the participants' free responses. Two participants agreed to be interviewed. The majority of the participants responded positively to the effects of gamification on learning linguistics. Concerning the key question about the most interesting activities that would increase their learning engagement in the course, the most interesting activity was the Wordwall game of linguistic knowledge. The students commented that the members of the group competition reduced their anxiety in answering the questions because group members could support each other; that, they could

Table 9. Mean of survey responses given on attitude (continued)

learn linguistics without feeling stressed. Next, badges were regarded as a motivating element to engage in the learning activities since collecting bonuses could help them pass the course, which was the most important motivation for learning for many students. Furthermore, points and leaderboard were equally vital for participation. For some students, the sense of achievement accompanied by earning badges and advancing on the leaderboard was their driving force of learning, which was similar to the context of playing games.

### 3.2. Relationships between Gamified Learning Activities and Motivation

Pearson correlation coefficients were used to examine the relationships between motivation and learning activities, including discussion forums, after-class online quizzes, Q&A worksheets, WordWall games and badges. These activities were performed on a weekly basis for 12 weeks in total. To test the correlation index, the accuracy rates for the online quizzes and Q&A worksheets were calculated. Since there were no correct answers for the points on the discussion forum, students' submission rates, including asking and responding to questions, were collected. For WordWall games and badges, students' attempts to play the games and the number of badges were recorded. The results of the correlation tests revealed that learning motivation was significantly correlated with discussion forum ( $r = 0.427, p = 0.017$ ), badge ( $r = 0.437, p = 0.029$ ) and WordWall games ( $r = 0.381, p = 0.058$ ). However, no significant correlation existed between quizzes ( $r = 0.281, p = 0.088$ ) and Q&A worksheets ( $r = 0.227, p = 0.082$ ).

Multiple regression analysis was performed to assess the extent to which learning activities could predict learning motivation. A significant regression was found ( $F(4, 41) = 5.367, p = 0.004$ ). The  $R^2$  was 0.515, suggesting that learning activities explained approximately 51.5% of the variance in learning motivation. Only the variables of discussion forum ( $\beta = 0.818, t = 3.036, p = 0.003$ ), WordWall games ( $\beta = 0.426, t = 2.12, p = 0.012$ ) and badges ( $\beta = 0.707, t = 4.792, p = 0.000$ ) were entered into the regression model. The discussion forum explained 32.5% of the variance in learning motivation ( $R^2 = 0.325$ , Cohen's  $f^2 = 0.47$ ), the WordWall games explained 41.8% of the variance in learning motivation ( $R^2 = 0.418$ , Cohen's  $f^2 = 0.51$ ), and the badges explained 31.3% of the variance in learning motivation ( $R^2 = 0.313$ , Cohen's  $f^2 = 0.40$ ). However, no significant regression was found between quizzes, Q&A worksheets and learning motivation.

The structural model was used to investigate the relationships between learning activities and learning motivation in five dimensions. Examining the path coefficients, the paths from the discussion forum to attention ( $\beta = 0.596, t = 3.564, p = 0.002$ ), confidence ( $\beta = 0.462, t = 3.497, p = 0.001$ ), satisfaction ( $\beta = 0.463, t = 3.291, p = 0.003$ ), and learning motivation overall ( $\beta = 0.493, t = 4.211, p = 0.000$ ) were significantly positive. Significant positive coefficients were also found for the paths from WordWall games to satisfaction ( $\beta = 0.382, t = 2.115, p = 0.029$ ) and learning motivation overall ( $\beta = 0.548, t = 4.195, p = 0.002$ ). Moreover, the paths (see Figure 5) from badges to attention ( $\beta = 0.564, t = 3.278, p = 0.003$ ), relevance ( $\beta = 0.542, t = 3.089, p = 0.005$ ), confidence ( $\beta = 0.506, t = 2.812, p = 0.010$ ), satisfaction ( $\beta = 0.707, t = 4.792, p = 0.000$ ), and overall learning motivation ( $\beta = 0.437, t = 3.311, p = 0.002$ ) were significantly positive. The results indicated that discussion forums, WordWall games and badges were significantly correlated with learning motivation, especially in the dimension of satisfaction.

To answer the third research question, the relationships between gamified learning activities and EFL students' learning motivation were analyzed. The learning activities implemented in gamified instruction significantly influenced EFL students' motivation. Pearson correlation was revealed that learning motivation was significantly correlated with discussion forums, WordWall games and badges. Multiple regression analysis revealed that discussion forums, WordWall games and badges were significant predictors of learning motivation, explaining 32.5%, 41.8% and 31.3% of the variance in learning motivation, respectively. These findings suggest that interactive and gamification activities such as discussion forums, badges and educational games are particularly effective in boosting various dimensions of motivation, especially satisfaction.

Table 3. 3. Gamifying gamification to enhance motivation and engagement ... 1

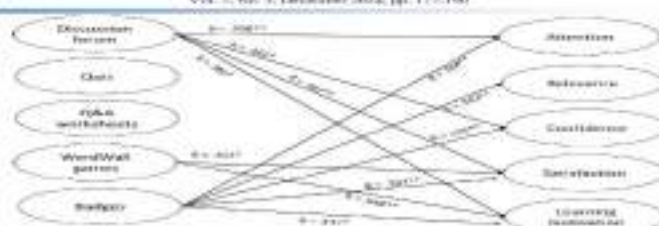


Fig. 5. Path model of the relationships between learning activities and motivation.

Regarding the choice of gamification elements, the results of the study indicate that discussion forums, WordWall games and badges were the learning activities that considerably enhanced learners' motivation. In particular, the students made many positive comments in the discussion forum. The significance of feedback has been demonstrated in prior studies. According to Theodoropoulos et al. (2021), the most frequently applied gamification elements for learning (30) are "feedback, challenge, point, reward, leaderboard, and level" (p. 563). In this study, the motivational contribution strategies used by Ucar and Kocoglu (2020) were mainly messages, sounds, and videos used to increase through the learning management system, which successfully increased students' motivation in their English. This finding is not surprising since feedback is a promising gamification element that is regularly used to improve students' critical thinking, reasoning and argumentation skills (Yoon et al., 2023).

Based on the results of the present study, three major findings are yielded. First, the empirical data support the positive effects of gamification on learning interest and engagement among EFL students, which suggests that motivational and gamification elements are a strong combination in instructional design. Second, the technical support from the LMS makes the operation and maintenance of the course considerably manageable for the instructors. For example, diverse options for activities and flexible time are vital for learners' willingness to participate in a course. Additionally, the systematic presentation of the feedback element allows students to view the current status of their experience value and easily make comparisons with others. Third, in gamified instruction, individual and cooperative activities should be well balanced. In this course, we set up group activities (e.g., WordWall games, group Q&A worksheets, and group presentations) and individual activities (e.g., online quizzes and discussion forums). These learning activities were designed and arranged with the weighting of difficulty level and duration, since duration and challenge might affect commitment. Despite the abundance of research on the advantages of gamification in accelerating students' motivation, it is yet not clear how long such benefits might be retained. Earlier research (Harris & Ellis, 2011; Kuznetsov & Hannon, 2014) revealed that learners' anxiety about new technology will eventually weaken. Kuznetsov et al. (2011) reported that the novel effect of introducing an innovation to the university community might account for an increase in active users and contributions, which may be influenced by the platform and construction of gamification.

### 4. Conclusion

In this study, we applied gamification-enhanced instruction to linguistics to examine whether this approach can help enhance EFL students' learning interest and engagement. Various gamification elements are incorporated, including badges, leaderboard, points and competition. The learning

Table 4. 4. Gamifying gamification to enhance motivation and engagement ... 1

8) ELT materials transformed: Exploring outcome-based education elements in high school EFL textbooks

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the importance of its comprehensive integration throughout the curriculum to develop well-rounded learners.

Next, the creativity element received 56%, which is the third highest, in this aspect is fully covered in several chapters and is considered 'very good'. Based on the analysis, this aspect covered the third highest result because it has been explained in every chapter as an outcome produced based on the students' ideas and the solutions they provide in solving problems. In this aspect, students are required to create and produce new or innovative and useful products that can be used by everyone. The results from the textbook show that a score of 4 is present in chapters 2, 3, 7, 8, 9, and 11. While a score of 3 is in chapters 1, 4, 6, and 10, and a score of 2 is in chapter 5. Ramco and Jager (2012) highlight the importance of creativity in fostering problem-solving and innovation, which are essential skills in today's fast-changing world. Although the textbook effectively incorporates creativity, an innovative representation points to areas for enhancement, especially in chapter 5, where its coverage is the weakest. On the one hand, the collaboration element received a 72% result, which is considered 'good', similar to the productivity and accountability aspects. This is because these two aspects have similarities in their discussions within the textbook. The collaboration element received a 78% result as it is partially fulfilled in some chapters, as it discusses tasks that are carried out collectively to see if they are completed together. From these group work results, the abilities of each individual can be assessed in terms of their knowledge, problem-solving skills, and participation in learning activities. This aspect is present in chapters 1, 2, 3, 10, and 11, with a score of 3 in chapters 5, 6, and 7, and a score of 2 in chapters 8 and 9. There is one chapter, chapter 4, that does not fulfill this aspect. Edelsonberg (2002) emphasizes that collaborative learning enhances understanding by facilitating the shared construction of knowledge. However, the inconsistent inclusion of this aspect across chapters could limit students' ability to develop strong collaborative skills, highlighting the need for a more cohesive approach.

Finally, the flexibility and adaptability element received a 96% result, which means it is almost fully covered in all chapters and is considered 'very good'. This 96% result is due to the fact that this aspect is discussed in every chapter, involving the modification of ideas or habits with the students' capabilities. This element also addresses the high value of individuals, academically and in a professional context. It ensures how students solve and resolve problems. The result for this aspect is a score of 4 in chapters 1, 5, 6, 7, 8, 9, and 10, and a score of 3 in chapters 2, 3, 4, and 11. The elements with the highest percentages are critical thinking and flexibility and adaptability, as they are present in almost all chapters. In contrast, the productivity, accountability, and collaboration aspects are only partially fulfilled in some chapters, and they have similar results. The creativity aspect has a relatively higher value compared to the previous aspects, as it is more widely applied across the chapters. The element with the lowest result is complex communication, which is not adequately addressed, with one chapter even lacking this aspect entirely. The overall frequency value is 73%, suggesting that the textbook meets the requirements as a suitable resource for students using an outcome-based approach. In conclusion, the outcome-based approach is effectively implemented in this 12th-grade English textbook, making it a suitable and high-quality teaching material and resource for students.

**4.3. Complex Communication**

Complex communication involves using spoken and written English, as well as listening to engage with individuals, ideas, media, and electronic platforms as we may see in Figure 1. Complex communication involves sharing information or ideas that include intricate or sophisticated details. It often requires using advanced language structures, nuanced expressions, and complex concepts to convey meaning effectively. Complex communication goes beyond basic information exchange, involving the communication of abstract ideas, expressing opinions persuasively, or engaging in critical thinking. This type of communication demands advanced linguistic skills and cognitive abilities. The complex communication aspect was categorized as "Low" due to its lowest percentage, specifically 30%. This score was influenced by chapter 8, where criteria for complex communication were not met, resulting in a score of zero. The classification of "Low" is attributed to the lack of multi-dimensional communication observed in Chapter 8. Research in educational communication highlights that complex communication involves collaborative interactions, critical thinking, and problem-solving (Smith & Hickey, 2018). However, these components were absent in the analyzed instance, emphasizing the necessity for revisited strategies to address the gap.



**Fig. 1. Examples of complex communication**

On page 10, it is suggested to display information in multiple ideas, such as presenting group discussion outcomes, to fulfil the criteria. This suggestion involves communicating through a more comprehensive of more than one result. This can be fulfilled by comparing or replicating details in producing communication interactions. Utilizing varied topic like science, technology, or social phenomena, progress, health, and environment, and better greater engagement of students. This suggests the suggestion to present information and group discussion results to fulfil the goal in complex communication. Based on the contextual analysis, we observed the following exchange of information in Chapter 8:

Edo: What book would you like to read?  
 Edo: I want to read the book 'The Great Gatsby'.  
 Edo: Why do you want to read that?  
 Edo: I think it's a classic and it's very interesting.

Examining this conversation between Edo, Masha and Edo, there is a sharing of information and ideas, along with an offer of assistance. In this case, Edo offers help to Edo by suggesting a book to read. Edo responds that she also wants to read the book 'The Great Gatsby' and asks Edo to help her. Edo responds that she can help Edo by suggesting a book to read. This conversation is an example of complex communication because it involves sharing information and ideas, offering assistance, and providing feedback. The conversation is also an example of complex communication because it involves sharing information and ideas, offering assistance, and providing feedback. The conversation is also an example of complex communication because it involves sharing information and ideas, offering assistance, and providing feedback.

**4.3. Productivity and Accountability**

Productivity and accountability are closely linked. Accountability involves providing participating in the creation of a product and taking responsibility for its completion. Productivity involves the ability to

exposed to real-life examples of how productivity and accountability function, as there's no better way to learn than through practical demonstration. It is hoped that the current generation will witness heightened levels of productivity and accountability operate through these examples in Figure 2.



Fig. 2. Data of productivity and accountability

In the context of a textbook, "productivity" pertains to the degree of efficiency and effectiveness in accomplishing tasks or achieving objectives. It involves enhancing output, meeting deadlines, and maximizing the utilization of available resources. Productivity encompasses several elements such as time management, organization, prioritization, and the capability to produce high-quality work within defined constraints. This chapter sets a percentage of 95% which means "good" in implementing this aspect. In chapter 6, there is a score of 5 in the element of productivity and accountability, because there are several words to find synonyms to practice student's ability found in the vocabulary builder section on page 62. This task asks, "Write down the synonyms of the following words". This section expects students to diligently complete the provided assignments. The task involves utilizing student productivity by finding synonyms and antonyms. Additionally, in chapter 7, there are tasks that emphasize aspects of productivity and accountability. For instance, on page 101, students are instructed to "honestly assess the following questions based on the news item in Task 1." It implies that the assignment expects students to be productive in responding to questions. The item 'honestly' indicates efficiency in task completion, simplifying the need to finish on schedule. Chapter 9 includes a rating of 4 for productivity and accountability elements, as it features a warm-up activity involving group discussions and questions about a specific topic found on page 130:

1. Do you have something that is very special to you?
2. What is it?
3. Why is it so special to you?
4. Does the thing need special care?
5. How do you take care of it?

These questions challenge students to think critically and push themselves to be productive in addressing it.

#### 4.3. Critical Thinking

Critical thinking is the ability to think rationally which means being able to examine and analyze, and take appropriate action after identifying assumptions accurately and validly and being able to see ideas and decisions taken from different perspectives as the following in Figure 3.



Fig. 3. Data of critical thinking

A textbook defines "critical thinking" as the capacity to impartially assess and judge information, arguments, and ideas. Critical thinking is a vital cognitive skill enabling individuals to make informed decisions, solve problems effectively, and participate in intellectual discussions. Thinking critically involves taking appropriate action after accurately and validly identifying assumptions, as well as being able to consider ideas and decisions from various perspectives. The critical thinking aspect was highly rated, achieving a score of 95% in the analysis. It means that almost all chapters implement critical thinking in their content for good outcomes. Data that can be used as representative evidence of the implementation of critical thinking. For example in chapter 10. On page 144 there is a question that refers to identification. "Task: Identify the text structure. Read the explanation about each structure of procedure text below. Then, identify the structure of the previous text in task 4". It means that students are asked to study the structure of the text provided. This task promotes critical thinking by having students assess how various parts of the text interact with each other. Exercise 120 (1) requires that tasks encourage students to analyze and recognize patterns within texts, one greatly requires more critical thinking abilities. By identifying text structures such as procedures, cause-and-effect relationships, or chronological sequences, students strengthen cognitive skills like categorization, comparison, and inference. Inductively, students are asked to think critically about the meaning of the existing text. Critical thinking helps students tackle problems in an organized manner, evaluate different viewpoints, and develop logical solutions. The 95% score in the analysis indicates that the curriculum provides ample opportunities for students to engage in these advanced cognitive processes, thereby fostering their intellectual development (Ford and Miller, 2016).

In another section of this chapter, on page 148, there is a reflection exercise aimed at enhancing students' comprehension of the material content. This reflection includes thought-provoking questions designed to stimulate students' thinking. The questions are presented as follows:

1. Do you find it difficult to give instructions on how to use technological products?
2. Do you find it difficult to follow instructions on how to use technological products?
3. Write your answer in the following sentences!

Through this reflection, students will recall challenges encountered in giving or following instructions for a technological product. This process asks students to analyze their learning experiences. In chapter 4, on page 21, there is a task that requires identifying key words from the text. The task instructs students as follows: "Write down your questions and take turns asking and answering them with your partner. Compare your answers with your partner's. Identify relevant words (data) from the text to support your answers." Students are prompted to formulate and articulate questions about the application letter, followed by identifying pertinent words (data) from the text. Here, identifying involves organizing and scanning relevant words extracted from the text.

#### 4.4. Creativity

Creativity involves harnessing the brain's capacity to generate novel concepts or inventions. Creativity is the brain's capacity to produce original ideas and solutions by integrating fresh divergent thinking (which generates numerous possibilities) and convergent thinking (which refines these possibilities into practical outcomes). This cognitive process is not confined to artistic pursuits but

plays a crucial role in problem-solving and innovation across various domains, from science and technology to business and everyday decision-making. Thus, creativity is the process of generating ideas that are not only new but also have practical applications in society. Here is the data in Figure 4.



Fig. 4. Data of creativity

According to the textbook, creativity involves the process of creating, crafting, or designing to produce a result or product from dedicated effort. The analysis conducted identified elements of creativity in chapter 3: "Generate your own questions about the two tasks. Do you have any inquiries regarding the two texts? Record your questions and seek answers from your peers or instructor." This instruction prompts students to generate their own questions about the two provided texts. If students encounter challenges understanding the structures within these texts, they are encouraged to seek clarification from their peers or teacher. The textbook encourages students to seek answers from their peers or instructors, promoting collaboration in the learning process. This collaborative element further fosters creativity by enabling students to explore different perspectives and engage in meaningful discussions. Research shows that collaborative learning boosts creativity by allowing students to exchange ideas, challenge each other's thoughts, and deepen their understanding of complex concepts (Passolunghi & Sijtsma, 2003). Creativity flourishes in environments that promote teamwork (Carmeli, 2006). When students collaborate to solve problems or discuss ideas, they are exposed to a range of viewpoints, which can spark new ideas and innovative solutions.<sup>7</sup> This collaborative approach not only helps students cultivate their own creative ideas but also enhances their communication skills and ability to work effectively in team situations that are highly valued in both academic and professional settings.

Additionally, elements of creativity were identified in Chapter 7: "Compose a script for a new broadcast." This directive assigns students to develop a script for a fresh broadcast, leveraging the structure of the provided text and incorporating additional information to transform the script into a new broadcast. Furthermore, the data also found in chapter 9: "Write a procedural text of your own. Choose a goal that you are good at. Visit a site in the library or search on the internet to find help. Use these points when writing the text." This task instructs students to compose their own procedural text that includes clear, step-by-step instructions, focusing on a skill they excel in. Students are encouraged to seek guidance or inspiration from the library or the internet to find examples of procedural texts. They can then use the key components to craft their procedural text.

#### 4.5. Collaboration

Collaboration involves teams working together cooperatively, prioritizing the group's interests, and demonstrating effective teamwork, mutual respect, and appreciation among team members as depicted in Figure 5.

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Fig. 5. Data of collaboration

Based on the textbook, collaboration is the process of working in a group to collectively accomplish a task with a specific objective, relying on the cohesion of each member to achieve the goal. The textbook analysis identified collaboration elements in Chapter 1: "Work in groups of 4. Write a dialogue for each of the following situations." This instruction highlights the involvement of group work in collaborative efforts among peers to complete a dialog task as outlined. The group activity in Chapter 1 prompts students to collaboratively create a dialogue for specific scenarios, encouraging them to exchange ideas, work toward a shared objective, and collectively contribute to the final outcome. This approach aligns with Vygotsky's (1978) theory of social constructivism, which emphasizes that learning is most effective when it involves social interaction and cooperative problem-solving. By working together on the dialogue, students can capitalize on each other's strengths, address any misunderstandings, and enhance their language and communication skills. Cohen (2004) also reinforces this perspective, stating that collaborative dialogue activities improve students' language proficiency and deepen their understanding of linguistic structures. Additionally, the process of crafting a dialogue as a group setting mirrors real-world communication practices, equipping students with valuable skills for collaborative environments beyond the classroom.

The analysis also identified elements of collaboration in Chapter 2: "Work in groups of 3-5 students. Find another text that contains 'if clauses'. Then, collectively identify the 'if clauses' in your text with your group. Analyze the patterns of how 'if clauses' are used and record the findings in the designated area." This instruction encourages students to collaborate in groups to identify and analyze "if clauses" within texts, focusing on textbook and shared exploration of linguistic patterns. The instruction in Chapter 2 to "work in groups of 3-5 students" to identify and analyze "if clauses" is a core demonstration of a more advanced form of collaborative learning. This activity not only fosters teamwork but also involves students in critical analysis and pattern recognition. Through joint examination of linguistic structures, students have the opportunity to learn from one another, exchange diverse perspectives, and collaboratively build their understanding.

Ward (2009) underscores the benefits of collaborative group work, noting that it promotes higher-order thinking skills by requiring students to articulate their reasoning, consider alternative viewpoints, and refine their knowledge through discussion. Analyzing "if clauses" specifically invites cognitive engagement, as students collaborate to identify patterns and discuss their findings, strengthening their understanding of grammar and syntax in the process.

Furthermore, the elements of collaboration found in Chapter 8: "Discussion with your friend in your groups about four difficulties that you have in giving instructions and in following instructions, and how to overcome them." This instruction includes the presence of collaboration through group discussion about four difficulties encountered in giving and following instructions, as well as ways to overcome these challenges.

#### 4.6. Flexibility and Adaptability

Flexibility and adaptability are essential qualities in effective teaching, enabling educators to cater to the varied needs of students. In educational contexts, "flexibility" and "adaptability" refer to the capacity to adjust, modify, or change one's thinking, approach, or behavior in response to evolving circumstances. These abilities empower individuals to navigate uncertainty, address challenges, and

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Fig. 6. Data of flexibility and adaptability

This element received a score of 80% because nearly all chapters demonstrate flexibility and adaptability. The data indicates that chapters throughout the book incorporate flexibility and adaptability, including chapter 5. On page 45, there is an instruction for students to listen to and mimic their teachers to practice pronunciation. Students are encouraged to adjust their pronunciation according to their teachers' gestures, illustrating the ability to adapt to the classroom teacher's direction. On page 91, there are both elements on one page. In the task column there is a command, "Cut any news from newspapers and bring it to class". This has the value of flexibility because students are free to choose any news to bring and the time given to bring the news is open long and flexible. On the content page there is a task labeled "ask and answer with your friends". The section requires students to collaborate and work together, which means students implement adaptability. The students adapt to each other as "Then, in chapter 6 on page 113 there is a future direction to make Charlotte Dipped Strawberry and experiment to make it with friends. "Again, follow your teachers' instructions to make Charlotte Dipped Strawberries. Follow the instructions by doing some activities as if you really make the Charlotte Dipped Strawberries". This task implements flexibility because this task is free and you have free time to do it.

After obtaining the overall results, a comparison can be made with previous research by Wahyuni and Widayanti (2018). They found an 80% graduation rate in the mechanical engineering study program using outcome-based education. In contrast, this study achieved 70% across all aspects, with the highest scores in critical thinking and flexibility/adaptability, and the lowest in cognitive communication. Thus, the textbook in this research meets the criteria for good quality and contains materials aligned with outcome-based education standards, making it suitable for long-term and learning purposes. Then, if it is compared to Darmayanti et al. (2021) accordingly the overall academic outcomes obtained results were 13.33%, which means that it does not meet the OBE specifications. The score is considered as very poor. This is a fact that the textbook content needs more improvement since the criterion is 80%, which indicates only half parts of the module that meet the qualification. It was said in the poor specification category so that it needs a revised immediately. The overall academic achievement results are 30.17%, which is categorized as very poor, as meeting it does not apply any OBE principles. In contrast to the research we conducted, the previous research is included in the very poor criteria while our research is included in the good criteria. This happens because an percentage index the research. Based on the analysis of this research, it can be concluded that this research is not recommended for the outcome-based learning. So, this textbook is not recommended for students to use this textbook to apply the outcome-based system in teaching and learning activities. Meanwhile, Fardah (2021) argued that there are 3 things that need to be considered, namely input, process, and output. This research also applies OBE can be done by understanding the structure of learning objectives, learning outcomes, and course learning outcomes. The results of our research are the implementation of OBE in the Grade 12 English textbook regarding the suitability of OBE.

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## 9) A work-based approach for improving students' performance in the college general English class

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This study revealed significant improvements in students' English skills through a comprehensive learning environment. Students reported a notable increase in their vocabulary, allowing them to understand and use more words in their writing. They also showed enhanced listening and speaking abilities, particularly in understanding complex workplace-related terms. Through the gap between academic learning and real-world application, additionally, reported practice in oral communication greatly enhanced their speaking skills, helping them confidently present ideas and proposals. The regular practice combined with a better understanding of grammar significantly boosted their verbal communication abilities. The assignment also deepened students' understanding of English grammar, especially in complex sentences. They learned to use proper vocabulary and grammar with more accuracy, with the teacher's explanations being particularly beneficial. Transitions from their native language to English and ongoing content for learning improved their writing skills, despite initial challenges. Over time, they became more comfortable with the process, achieving a sense of accomplishment through persistent, consistent practice. Their writing became more fluent and professional, showcasing their overall English proficiency, making them more confident in both written and spoken contexts. Beyond language skills, the assignment provided valuable business knowledge and honed soft skills. Students learned to present themselves accurately and professionally in various workplace settings. This self-discovery helped them understand if their experiences aligned with workplace requirements and identify areas needing improvement. Reflecting on these career goals and preparing for interviews clarified their aspirations and set clear objectives. Overcoming the challenges of speaking in English significantly increased their confidence, enabling them to describe their strengths and experiences effectively. Overall, the assignment had a profound impact, preparing students for future career challenges and enhancing their language proficiency.

**6. Pedagogical Implications and Conclusions**

The purpose of this study was to develop an English general education course that emphasizes practical workplace skills and examines its impact on students' language proficiency and effectiveness. The study involved 120 sophomore students enrolled at a university in the southern region of the country. Over the course of 16 weeks, the students were required to complete workplace-themed tasks and participate in essential assignments related to English in the workplace. The instructor, who also served as the English instructor, employed a variety of qualitative and quantitative research tools, including student questionnaires, focus groups, and structured semi-structured interviews, to gather data, and student interviews. The findings revealed several significant outcomes:

**Improved TOEIC Scores:** There was a noticeable improvement in students' TOEIC scores before and after the course, indicating a positive impact on their overall English proficiency.

**Enhanced Learning Motivation and Interest:** The innovative workplace-themed approach effectively increased students' interest and motivation in learning English. Exposure to interactive teaching methods, such as classroom Q&A, group exercises, online writing, business presentations, and guest lectures, created a lively and engaging atmosphere. Students reported enhanced understanding and application of workplace English, as well as improved English language skills.

**Effective Practical Assessments:** Practical assessments were found to be more effective in measuring students' learning interest and motivation compared to traditional paper-based tests.

There are the pedagogical implications derived from the aforementioned findings:

**Increased Learning Motivation and Interest:** The innovative workplace-themed approach effectively increased students' interest and motivation in learning English. Exposure to interactive teaching methods, such as classroom Q&A, group exercises, online writing, business presentations, and guest lectures, created a lively and engaging atmosphere. Students reported enhanced understanding and application of workplace English, as well as improved English language skills.

**Enhanced Assessment Approach:** The study demonstrated that a balanced summative and formative assessment approach can significantly improve students' learning outcomes. This approach not only provided qualitative assessment methods to assess learning outcomes but also offered quantitative feedback for improved learning activities and enhanced motivation.

**Need for Career Adjustments:** The study highlighted the need to address students' concerns about the preparation for online TOEIC listening and reading tests and related workplace vocabulary.

Fig. 7. C of work-based approach for improving student performance ... 1

# 10) Students' perceptions and challenges in using writing outlines to write an exposition

my outline should be, which affects my writing process." This claim reflects the need for clearer guidelines on how to create effective outlines.

### 3.3. Discussion

The findings indicate that while a majority of students recognize the benefits of outlining, significant challenges remain. The positive perceptions align with previous research by Williams et al. (2024), which found that outlining improves text coherence and organization. Like Williams et al. (2024), other studies, Johnson and Lee (2022), found that the use of outlines helps students maintain coherence and cohesion in their writing. Seeking to higher-quality expository essays. However, the challenges identified, such as difficulty in creating and transferring outlines, suggest that additional instructional support is needed. Krause (2021) proposes that an outline acts as the foundation for successful writing, serving as a guide to incorporate personal interests and ideas. Another study, Campbell (2020), argues that outline helps students maintain a clear focus on their main argument, leading to higher quality expository texts. Like the previous reports, Parker (2020) conducted a study showing that using outlines aided students in organizing their critical and analytical thinking abilities. In the case of academic writing, Li et al. (2023) found that using structured approaches, such as outlining, improves the clarity and coherence of academic writing. Weisman (2023) adds that outline also proves practical benefits for learning. The use of outline makes structured sub-divisional methods more effective and efficient in the case of writing. Using an outline, students reach their writing assignments in time and satisfactorily. From the experiments on transformative learning theory in practice, Erko (2023) demonstrated that using an outline to develop expository texts helps students develop awareness and cognitive applications of transformative learning theory in practice. Erwin (2023) adds that the use of outline supports students' creativity by involving their contextual factors in the theory and practice of transformative learning. This means that students gain satisfaction from developing an outline into an expository text, with topics related to their own experiences, thereby providing transformative impacts on them. It is also worth noting that expository type texts involve critical thinking that helps students improve their logical reasoning and argumentation skills (Cassidy, 2023). Further, Hossain and Sultik (2023) propose that outlining procedure to develop expository text is a significant indicator of metacognitive strategy, which helps students develop an awareness of their thinking processes as they learn. This technique helps students focus on the problem-solving aspect on their writing knowledge versus information they will need to learn, recognize gaps in their thinking, and develop practices for effective learning. All these comprehensive studies related to structured outlining, in the form of outlining for expository text, provide opportunities of students relate to the writing skills. The study also revealed that students' overall perceptions of "students' confidence and transformative learning, and to enhance students' engagement and learning outcomes" (Chakrabarty et al., 2024). However, outlining procedure for expository text improves students' writing skills and in turn enhances their reading comprehension skills (Li et al., 2023).

The significant gender differences in perceptions suggest that female students may find outlining more beneficial than male students. This could be due to differences in learning styles or prior experiences with writing instruction. Studies by Shi (2024) have shown that gender socialization affects how students approach their studies. Women are often socialized to be more organized and diligent in their academic efforts. Outlining can be a tool that aligns well with these behaviors, potentially making it more beneficial for female students. Blackwood (2022) adds that her study in Cornell University found that women reported lower perceptions of their scientific abilities and more about ways of gender identity, which influenced their participation in active learning interventions. Nevertheless, further research is needed to explore these differences in more detail. The findings of this study provide valuable insights into students' perceptions and challenges in using outlines to develop expository texts. The data reveal a complex picture, highlighting both the benefits and difficulties associated with outlining procedures. The quantitative data indicate that a significant majority of students find outlining as a beneficial tool for expository text development and improving the coherence of their expository texts. This aligns with previous research by Williams et al. (2024), which found that outlining enhances text coherence and organization. The high mean score (Mean = 4.2, SD = 0.4) for positive perceptions further underscores the general acceptance and perceived utility of outlining among students.

However, a notable minority (20%) of students view outlining as time-consuming and tedious. This sentiment is reflected in the lower mean score for negative perceptions (Mean = 2.1, SD = 1.0).

Anderson, R. P., & Brownstein, E. (2024). Students' perceptions and challenges in using outlines ...

These findings suggest that while outlining is widely recognized as beneficial, it is not universally embraced, and some students may require additional support to appreciate its value.

The study identifies several key challenges the students face when using outlines:

1. **Developing Connections Between Theory and Research Topics:** A significant proportion of students (60%) reported difficulty in linking theoretical concepts with their research topics. This challenge was also highlighted in the qualitative data, where students expressed confusion about how to integrate theory into their outlines. This finding suggests a need for more explicit instruction on how to connect theoretical frameworks with practical research topics.
2. **Transferring Outlines into Full Texts:** More than half of the students (55%) found it challenging to expand their outlines into coherent expository texts. This difficulty was echoed in the interviews, where students described the process of writing an outline into a complete essay as particularly hard. Some students felt that while outlines helped them stay on topic, they could also be restrictive, limiting their ability to develop their ideas fully. This indicates a need for instructional strategies that help students bridge the gap between outlining and writing full texts.
3. **Lack of Confidence:** About 30% of students indicated a lack of confidence in their ability to use outlines effectively. This lack of confidence can hinder students' willingness to engage with outlining as a prewriting strategy. Providing more examples, step-by-step instructions, and opportunities for practice could help build students' confidence and competence in using outlines.

The study also found significant gender differences in perceptions of outlining. Female students reported higher mean scores (Mean = 4.1, SD = 0.7) compared to their male counterparts (Mean = 3.8, SD = 0.9), with a t-test result indicating a significant difference ( $t(98) = 1.98, p < 0.05$ ). This suggests that female students may find outlining more beneficial than their male counterparts. These differences could be due to variations in learning styles or prior experiences with writing instruction. Further research is needed to explore these gender differences in more detail and to develop gender-sensitive instructional strategies.

The findings of this study have several important implications for teaching:

1. **Enhanced Instruction on Outlining:** Educators should provide more explicit instruction on how to create and use outlines, with a focus on developing connections between theory and research topics. This could include providing examples and step-by-step guides to help students understand the process.
2. **Bridging the Gap Between Outlining and Writing:** Teachers should develop strategies to help students transfer their outlines into full texts. This could involve guided writing exercises that take students from outline to draft, emphasizing the expansion and development of ideas.
3. **Building Confidence:** To address the lack of confidence reported by some students, educators should offer more opportunities for practice and provide supportive feedback. This could help students build their skills and confidence in using outlines effectively.
4. **Gender-Sensitive Approaches:** Given the significant gender differences in perceptions, educators should consider gender-sensitive approaches to teaching outlining. This could involve tailoring instruction to meet the specific needs and preferences of male and female students.

Overall, this study highlights the importance of outlining as a prewriting strategy and identifies key areas where students need additional support. By addressing these challenges, educators can help students improve their writing skills and achieve greater success in their academic writing tasks.

### 4. Conclusion

This study explored the perceptions and challenges faced by English Literature Department students at UCC in using outlines to develop expository texts, employing a mixed-methods approach to gather comprehensive data. The findings revealed that while a majority of students recognize the

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# 11) OpenAI ChatGPT vs Google Gemini: A study of AI chatbots' writing quality evaluation and plagiarism checking

Overall, the three essays with the highest plagiarism percentages were "Gemini Cause and Effect 2" (37%), "Gemini Cause and Effect 3" (26%), and "Gemini Argumentative 2" (16%) as shown in Table 5.

Table 7. The Percentage of Plagiarized Content Found in AI Chatbots' Writing by a Paid Plagiarism Checker

Essays Written by AI Chatbots	Turnitin	Percentage of Plagiarized Content of each Writing Model
ChatGPT Descriptive 1	0%	
ChatGPT Descriptive 2	7%	0.07%
ChatGPT Descriptive 3	0%	
Gemini Classification 1	0%	
ChatGPT Classification 1	0%	
ChatGPT Classification 2	0%	
ChatGPT Classification 3	0%	
ChatGPT Cause and Effect 1	0%	
ChatGPT Cause and Effect 2	0%	
ChatGPT Cause and Effect 3	0%	
ChatGPT Comparison and Contrast 1	13%	
ChatGPT Comparison and Contrast 2	0%	
ChatGPT Comparison and Contrast 3	0%	
ChatGPT Argumentative 1	17%	
ChatGPT Argumentative 2	0%	
ChatGPT Argumentative 3	4%	0.04%
<b>Average Percentage</b>	<b>0.07%</b>	
Gemini Descriptive 1	0%	
Gemini Descriptive 2	0%	
Gemini Descriptive 3	0%	
Gemini Classification 1	0%	
Gemini Classification 2	0%	
Gemini Classification 3	0%	
Gemini Cause and Effect 1	0%	
Gemini Cause and Effect 2	0%	
Gemini Cause and Effect 3	0%	
Gemini Comparison and Contrast 1	0%	
Gemini Comparison and Contrast 2	0%	
Gemini Comparison and Contrast 3	0%	
Gemini Argumentative 1	0%	
Gemini Argumentative 2	10%	0.10%
Gemini Argumentative 3	0%	
<b>Average Percentage</b>	<b>0.03%</b>	

Table 8. The Percentage of Plagiarized Content Found in Gemini Essays by a Paid Plagiarism Checker

For ChatGPT, 13 out of 15 essays were reported to contain plagiarism, with the exceptions of "ChatGPT Classification 1" and "ChatGPT Classification 2". In contrast, eight out of 15 essays generated by Gemini were found to have plagiarized. Additionally, across the writing models, the data showed that essays generated by ChatGPT contained a higher average percentage of plagiarism than those generated by Gemini.

Based on the five writing models, the highest average percentage of plagiarized content was found in the comparison and contrast essays from both ChatGPT (3 or 0.07%) and Gemini (3 or 0.03%). The highest percentage was 13% for ChatGPT Comparison and Contrast 1, while the lowest was 0% for Gemini Cause and Effect 1-3. In contrast, the classification writing models had the lowest average percentage of plagiarized content (0 or 0.00%) for ChatGPT and 0 or 0% for Gemini (compared to the other models). Five out of the six classification essays had no plagiarism, except for "ChatGPT Classification 3" which contained 4%.

For the argumentative writing model, five essays contained plagiarism. The highest percentages were 17% for ChatGPT Argumentative 1, followed by 4% for ChatGPT Argumentative 3, with the lowest being 0% for Gemini Argumentative 1-3. In the comparison and contrast writing model, four out of six essays were also found to contain plagiarism. The highest percentage was in "ChatGPT Comparison and Contrast 1" (13%), while "Gemini Comparison and Contrast 1" showed no plagiarism.

### 4.1.3. Chat Five and Paid Plagiarism Checkers: Similarities, Differences, and Findings

When both free and paid plagiarism checkers were used to detect the content plagiarism in all 30 essays generated by the two AI Chatbots, the analysis identified a significant problem (23 out of 30) containing plagiarized content. On average, the essays with the highest percentage of plagiarism were "ChatGPT Cause and Effect 3" (16%), followed by "Gemini Cause and Effect 3" (14.67%) and "ChatGPT Argumentative 3" (10%). This means the essays contained the highest percentages were generated by ChatGPT. In addition, the analysis showed that the average percentage of the 15 essays generated by ChatGPT was higher than those generated by Gemini as shown in Table 8.

Across the 15 essays containing plagiarism, the analysis found that some plagiarized content was detected only by the free plagiarism checker while some was detected only by the paid software. For plagiarism content detected only by the free software, "ChatGPT Descriptive 1" showed 0% plagiarism using Turnitin, while "Gemini Classification 3" showed 4% plagiarism using both. The only plagiarism detected only by the paid software, there were 11 essays, as shown in Table 8. Among them, the highest percentages of plagiarism were found in "ChatGPT Cause and Effect 3" (16%), followed by "ChatGPT Argumentative 2" (10%) and "ChatGPT Argumentative 1" (7%).

Furthermore, Table 9 showed that the average percentage of plagiarized content in 15 essays generated by ChatGPT was higher than those generated by Gemini, specifically, the average plagiarism percentage for ChatGPT essays was 0.07% while for Gemini, it was 0.03%.

In terms of writing models, ChatGPT's essays had a higher than percentage of plagiarism in four out of five models as shown in Table 9. For descriptive writing, ChatGPT's essays had an average of 3.33% plagiarism, compared to 0.00% for Gemini. In comparison and contrast writing, ChatGPT's essays averaged 2.70%, while Gemini's averaged 1.33%. ChatGPT's comparison and contrast essays had an average of 4.20%, compared to 2.40% for Gemini. In argumentative writing, ChatGPT's essays had an average of 11.00%, whereas Gemini's averaged 3%. The only writing model where Gemini had a higher average than ChatGPT was classification, with 0.00% for Gemini and 0.00% for ChatGPT.

Table 9. The Percentage of Plagiarized Content Found in Gemini Essays by a Paid Plagiarism Checker

Table 8. The Percentage of Plagiarized Content Found in AI Chatbots' Writings: Both Free and Paid Plagiarism Checkers

Essay Written by AI Chatbot	Plagiarism Checker			%
	Turnitin (Free)	Turnitin (Paid)	Grammarly (Paid)	
ChatGPT Descriptive 1	0%	0%	0%	0.00%
ChatGPT Descriptive 2	0%	0%	0%	0.00%
ChatGPT Descriptive 3	0%	0%	0%	0.00%
ChatGPT Descriptive 4	0%	0%	0%	0.00%
ChatGPT Descriptive 5	0%	0%	0%	0.00%
ChatGPT Cause and Effect 1	0%	0%	0%	0.00%
ChatGPT Cause and Effect 2	1.7%	1.7%	1.7%	0.04%
ChatGPT Cause and Effect 3	0%	0%	0%	0.00%
ChatGPT Comparison and Contrast 1	0%	0%	0%	0.00%
ChatGPT Comparison and Contrast 2	0%	0%	0%	0.00%
ChatGPT Comparison and Contrast 3	0%	0%	0%	0.00%
ChatGPT Application 1	0%	0%	0%	0.00%
ChatGPT Application 2	0%	0%	0%	0.00%
ChatGPT Application 3	1.0%	0%	0%	0.02%
<b>Average Percentage</b>	<b>0.60%</b>	<b>0.60%</b>	<b>0.60%</b>	<b>0.02%</b>
Gemini Descriptive 1	0%	0%	0%	0.00%
Gemini Descriptive 2	0%	0%	0%	0.00%
Gemini Descriptive 3	0%	0%	0%	0.00%
Gemini Descriptive 4	0%	0%	0%	0.00%
Gemini Descriptive 5	0%	0%	0%	0.00%
Gemini Cause and Effect 1	0%	0%	0%	0.00%
Gemini Cause and Effect 2	0%	0%	0%	0.00%
Gemini Cause and Effect 3	1.0%	1.0%	1.0%	0.02%
Gemini Comparison and Contrast 1	0%	0%	0%	0.00%
Gemini Comparison and Contrast 2	0%	0%	0%	0.00%
Gemini Comparison and Contrast 3	0%	0%	0%	0.00%
Gemini Application 1	0%	0%	0%	0.00%
Gemini Application 2	0%	0%	0%	0.00%
Gemini Application 3	0%	0%	0%	0.00%
<b>Average Percentage</b>	<b>0.60%</b>	<b>0.60%</b>	<b>0.60%</b>	<b>0.02%</b>

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Table 9. The Average Percentage of Plagiarized Content Found by Both Free and Paid Checkers in Each Writing Model

Five Essay Models	AI Chatbots		%
	ChatGPT	Gemini	
Descriptive	0.17%	1.02%	0.17%
Classification	0.40%	0.00%	0.07%
Cause and Effect	1.70%	1.11%	1.44%
Comparison and Contrast	0.33%	0.00%	0.05%
Application	1.00%	2.00%	0.90%

With a significant portion (23 out of 30) containing plagiarized, the analysis sheds light on the potential of AI-generated content while also highlighting critical concerns regarding plagiarism. The study's findings indicated that some written texts generated by ChatGPT were more prone to plagiarism detection than those produced by Gemini. Of the five writing models, the cause and effect essays were mostly plagiarized for both AI tools especially composed by the ChatGPT. The outcomes of this current study differ from those of Khairi and El (2023) in their essay writing, particularly scientific essays produced by ChatGPT, needed to be recognized for their high originality. In contrast, this current study found that Turnitin detected the cause-and-effect essays as plagiarism at the highest level, similar to the free software plagiarism detector, which also showed that cause and effect writing produced by ChatGPT and Gemini exhibited the highest degree of plagiarism. At this point, cause and effect essays commonly address timely debated topics, for instance, climate change or the effects of technology. These issues have been widely discussed, resulting in the unintended employment of identical ideas and language features from previous work. This is in line with Aydın and Karasulu (2023), stating that ChatGPT seemed to underperform in generating original work after paraphrasing compared to other chatbots.

In comparing free versus paid checkers, this study highlights the differences between the free plagiarism tools and the paid programs. As mentioned, Turnitin performed better in detecting plagiarism. These findings align with those reported by Saravindar and Saravindar (2023), though there are some differences. In their study, the paid tool identified a higher amount of plagiarized content compared to the free checkers. Similarly, the present study found that the paid tool outperformed the two free programs, particularly in detecting plagiarism in the cause-and-effect essays. However, the findings also indicated that the free checkers performed better in certain writing models generated by Google Gemini, including descriptive, classification, and comparison and contrast essays. While Grammarly Tools and Check-Plagiarism identified a lower percentage of plagiarism compared to Turnitin, they still proved reliable to some extent in detecting plagiarized content.

The findings shed light on the importance of caution when relying on AI tools and encourage users to be cautious when using AI tools for academic or professional writing. Furthermore, this analysis provides valuable insights into the reliability of AI tools in generating original content and the effectiveness of different plagiarism detection systems. It highlights the need for caution and vigilance when using AI-generated texts, particularly in educational contexts where originality and academic integrity are critical.

**4. Conclusion and Implications**

The present study has explored and compared the writing quality of OpenAI ChatGPT and Google Gemini based on five essay models in terms of the accuracy and reliability using the T.E.R.A. program. Moreover, it has revealed the plagiarized content percentage of the texts generated by the two AI chatbots using three plagiarism checkers. The results revealed that both ChatGPT and Gemini similarly and well performed regarding word correctness; however, they showed limitations in accuracy. ChatGPT was likely to miss more errors in areas like contextual relevance and deep coherence. On the other hand, Gemini outperformed ChatGPT in aspects such as accuracy, syntactic simplicity, and word correctness. Some essays written by ChatGPT and Gemini were detected for

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12) The impact of blended-ESP instructional model on fostering English proficiency among students majoring in traditional Chinese medicine

able to score above 80 points in the pre-test, primarily because they relied on advanced grammar vocabulary, complex sentence structures, and accurate English grammar instead of using accurate and appropriate TCM terms. However, the students' writings in the post-test demonstrated that the majority of them were able to effectively utilize TCM terminology in their writing tasks.

Table 2. Segmented analysis for students' pre-test and post-test scores

Grade	Pre-test	Post-test	
		Proficiency (Number of students)	Percentage
Grade 1	Pre-test	31	83.3
	Post-test	12	30.4
	Total	43	81.8

The segmented analysis was utilized to classify students' scores into three distinct categories: distinguished for scores between 80 and 90, average for scores between 60 and 80, and excellent for scores between 40 and 60. According to Table 2, the pre-test results showed that 83.3% of the students received scores that were either distinguished or below average. Only 2.7% of the students achieved scores that were classified as excellent. Conversely, in the post-test, a significant proportion of students, specifically 63.6%, achieved a level of excellence, while no students fell into the distinguished or below average category.

The segmented analysis revealed that the implementation of BEEM had positive impacts on students' English proficiency. This conclusion was supported by the fact that more students' scores in the post-test were either distinguished or below average, whereas the majority of students achieved excellent scores after the implementation of BEEM. This finding aligned with previous research indicating that ESP instruction could rapidly improve students' proficiency in utilizing the Chinese for their field, such as medicine. This was done by providing instruction, thereby assisting students' learning objectives through the utilization of those platforms (Liu and Zhou, 2024; Li et al., 2024; Yi and Bao, 2022).

3.3. Students' Attitudes towards BEEM

The attitude questionnaire included two sections. The first section examined students' final evaluation scores for the TCM English course. The second section consisted of 10 questions on students' perceptions of BEEM implemented in the course.

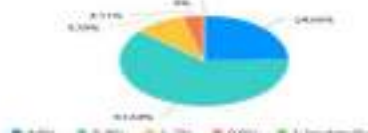


Fig. 1. Results of students' final scores for the TCM English course

According to the data obtained from the first section of the questionnaire (Fig. 1), most of the students achieved a score of 90 points (61.1%), followed by a score of 80 points (23.3%) in their final exams. Only a small proportion of the students (9.4%) obtained 70+ points, while 4.4% achieved 60+ points. The majority of students in this course achieved satisfactory final exam results, with a total score concentrated between 80 and 90 points, which was the target proportion.

Table 3. Results of students' attitude questionnaire (selected questions)

Questions	Mean	Std. Deviation	Interpretation
(1) Was your satisfaction with the blended-ESP instructional model in terms of increasing your TCM English learning knowledge/proficiency?	4.21	0.96	positive
(2) The blended-ESP instructional model can enhance your motivation to learn TCM English.	4.04	0.97	positive
(3) The blended-ESP instructional model can enhance your motivation to learn TCM English and improve your classroom performance.	4.04	0.96	positive
(4) The blended-ESP instructional model can enhance your motivation to learn TCM English and improve your classroom performance.	4.11	0.97	positive
(5) The content of the course is appropriate and effective.	4.10	0.94	positive
(6) The teaching materials provided are suitable and appropriate.	4.00	0.94	positive
(7) The blended-ESP instructional model can enhance your motivation to learn TCM English and improve your classroom performance.	4.10	0.96	positive
(8) The blended-ESP instructional model can enhance your motivation to learn TCM English and improve your classroom performance.	4.10	0.97	positive
(9) Your interest in learning TCM English has increased through participating in the blended-ESP instructional model for TCM English course.	4.10	0.97	positive

The five-point Likert scale (5 = "strongly agree", 4 = "agree", 3 = "neutral/agree and disagree", 2 = "disagree", and 1 = "strongly disagree") was employed for the 10 questions to measure students' perceptions towards the BEEM implemented in the course. The Likert scale mean score was interpreted as follows: 1.0-2.0 = negative attitude, 2.5-3.0 = neutral attitude, and 3.5-5.0 = positive attitude. Table 3 indicated that the 10 questions about positive perceptions towards the 10 questions, with mean values of 4.21, 4.04, 4.04, 4.11, 4.10, 4.00, 4.10, 4.10, 4.10, and 4.10, respectively. Among the 10 questions, the mean value for question 1 was 4.21, ranking the highest, indicating that students had positive and satisfied attitudes toward implementing BEEM to improve their TCM English learning. This finding was consistent with previous studies, which suggested that blended instructional models, which combined the strengths of both online and offline instruction, could benefit students more in their English learning than traditional classroom teaching or solely online instruction (Yi and Li, 2024; Yi and Bao, 2022; Li and Zhou, 2024; Wang et al., 2024; Wang et al., 2024; Yi and Bao, 2022).

3.3. Students' Perceptions on the Implementation of BEEM

Fifteen students were invited to participate in the semi-structured interview based on their satisfactory post-test scores. The eight interview questions were designed to explore the students' in-depth perceptions on the BEEM implemented for the TCM English course. The overall findings from the semi-structured interviews indicated that students had positive views regarding the implementation of BEEM for the TCM English course. The findings were categorized into 2 themes that arose from the interviews on the students' perceptions on the perceived model strength and weaknesses of BEEM, perceived improvement opportunities of technology, and TCM cultural confidence. Table 4 presented a comprehensive overview of the students' overall perceptions regarding the implementation of BEEM.

Table 4. Students' overall perspectives on the implementation of BLEM

No.	Themes	Students' perspectives
1	Instructional model	The blended-BLEP instructional model
2	Strengths and weaknesses of BLEM	Strengths: This online component, strong discipline, pre-classwork, pre-classwork learning, interesting learning experiences, convenient online practice and review. Weaknesses: Students with poor self-discipline could not complete learning assignments on time.
3	Perceived improvement	TCM English terms and expressions; TCM English proficiency; TCM cultural knowledge and self-regulated learning ability.
4	Application of technology	Students' utilization of the English Learning platform and TCM learning website in their TCM English learning.
5	TCM cultural knowledge	Students' cultural knowledge towards TCM was greatly enhanced.

#### 4. Students' perspectives on the preference model

The 18thos participants unanimously endorsed BLEM, expressing a strong preference for it. They stated that this model significantly enhanced their TCM English learning by integrating the advantages of both online and offline teaching and learning. Some of the students' responses were listed below to shed light on their viewpoints.

"I prefer blended learning. Firstly, it can make learning more efficient and save time. Some assignments and tasks can be completed after class without taking up classwork time, allowing me to do fully used. Secondly, a single learning mode can easily lead me into a dull and routine learning mode." (Student ID: 42)

"I think the blended instruction is very good. The classic works of TCM and the English TCM materials available online have expanded my knowledge, enhanced my vocabulary, and allowed my teacher to communicate with me more. The success in the combination of online and offline modes, which not only improves learning efficiency, but also makes it convenient to collect and use our electronic information on the Internet." (Student ID: 52)

"I prefer the blended model. The combination of online and offline can complement each other. If I cannot keep up with the teacher, I can still take the time to review the knowledge learned online. And online learning can be done anytime, anywhere." (Student ID: 63)

Based on the students' responses, they expressed a preference for BLEM over the solely physical classroom model or online model. This finding was in line with the findings of the attitude questionnaire, indicating that students held positive attitudes towards BLEM. The benefits of a blended model were stated as increasing diversity in learning styles, efficient and interesting learning experiences, saving classroom time, optimal utilization of online learning resources, and convenient online review and review (Wang, 2023). Blended instruction offered a significant advancement in terms of increasing the availability of teaching and learning time and space when compared to traditional face-to-face classroom teaching (Li et al., 2019; Yang et al., 2017).

#### 4.1 Students' perspectives on the strengths and weaknesses of BLEM

In terms of the strengths of BLEM, many students reported that the blended instruction helped them utilize online resources to enhance their learning. It also offered convenient flexibility, allowing them to arrange their learning content based on their own learning pace and needs. The flexibility in space and time and diversity in learning styles helped develop their self-directed learning ability, which was significant for lifelong learning. This research finding was in line with Chen and Sun's study, which indicated that students could develop their self-directed learning through a highly contemporary, personalized, and sustainable self-directed learning habit by utilizing the benefits of online learning platforms (Chen & Sun, 2021).

"The advantage is that BLEM can better meet our learning needs. It can help us not only learn new knowledge but also save more time." (Student ID: 10)

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"I think the strengths of BLEM are flexibility and diversity, which can make full use of online resources to enrich the learning content." (Student ID: 33)

"The BLEM has increased the happy learning atmosphere in the classroom, and happy learning can better improve our learning efficiency, better understand the learning content, and improve learning efficiency." (Student ID: 34)

"The BLEM allows me to engage in self-directed learning by watching online learning videos and completing pre-classwork tasks before class, while classroom time is used for discussion, deepening understanding, and applying knowledge. Blended learning has strong flexibility, and we can arrange learning according to our own situation." (Student ID: 35)

However, students also reported the weaknesses of BLEM from their own perspectives. The most prominent feedback from the students was that they occasionally struggled with self-directed while conducting online learning or self-regulated learning, resulting in incomplete or superficial completion of learning assignments, and limited English improvement. For example, student ID 19 stated that "For me, the drawbacks outweigh the benefits of using online learning as it is easy to improve my English proficiency. Online learning resources I have do not do the acquisition of useful contextual information, but my self-regulated ability is relatively limited. So, the online learning activities are not very attractive for me, and my English proficiency is very limited."

They also reported that sometimes the TCM vocabulary was challenging, they could not hold their concentration. Occasionally, the instructor could not timely monitor whether they were indeed studying carefully online.

"The weaknesses are that it requires high self-discipline. Sometimes I am not so self-disciplined, then I am unable to finish online tasks on time." (Student ID: 41)

"The teacher cannot timely supervise whether we are really studying seriously online. Some of the TCM vocabulary is so difficult that I sometimes lose concentration." (Student ID: 51)

This study found that students' online learning or self-regulated learning required them to be highly self-disciplined; otherwise, they might be unable to achieve the instructor's expected goals. According to students' responses, if they had poor self-discipline or the instructor did not make online learning tasks as compulsory assignments, they might feel that doing online assignments was a waste of time and were not motivated to complete them. Then, the instructor's intended teaching and learning objectives might not be met. This finding was confirmed by some previous studies, which claimed that students' ability to monitor, manage, and regulate their own learning was highlighted by educational psychology (Lisak & Hinton, 2013; Stockton & Stryker, 2012). Combining this, instructors who conduct blended instruction should care about students' performance online, set regulations for students to be self-disciplined, and require them to finish tasks on time, no delays or plagiarism.

#### 4.2 Students' perspectives on the perceived improvements

Regarding the perceived improvements, students' feedback indicated that they acquired a number of TCM terms and expressions in English, enhanced their English proficiency, or increased TCM knowledge and culture, and developed a deeper comprehension of the philosophical Chinese medical system through their participation in this course.

"I need to understand TCM knowledge in Chinese, but now I can use English to describe it. This course introduced such TCM knowledge and culture, vocabulary to the medical field, but also been useful. After learning TCM English, I can better tell the stories of TCM to foreigners." (Student ID: 61)

"This course helped me master some TCM terms and expressions in English. It may help me to expand my international perspective as a healthcare professional in the future and enhance my cross-cultural communication skills." (Student ID: 56)

Some of the students mentioned that TCM English learning would be very helpful for them to improve their scientific research ability and pursue a postgraduate study. This discovery coincided with Zhang's research, which asserted that learning English for specific purposes was essential for the development of students' scientific research abilities, and academic English was a core component of their postgraduate studies (Zhang et al., 2020).

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"By studying this course, I improved my English proficiency to express TCM knowledge, gained a deeper understanding of the rich philosophical Chinese medical system, I think it will be very helpful for me to develop my scientific research ability and continue a postgraduate education." (Student ID: 09)

Online learning methods provided on the Superior Learning platform could enhance students' interest in learning TCM English and provide a more flexible and diverse learning experience. Additionally, students could effectively utilize their fragmented time to learn via some online platforms, such as the Superior Learning platform and the Juku Correction website.

"It can improve my interest in learning English and through online learning resources, making learning more flexible and diverse. And this can also help me better use fragments of time to improve my TCM English proficiency." (Student ID: 09)

Besides, students' self-regulated learning ability has been improved by implementing BLEB. Utilizing contemporary information technology in online English teaching and learning is progress toward individualized and self-directed learning without being constrained by time or place. One form of the teaching objectives clearly stated in the "College English Curriculum Teaching Requirements" in China. Facilitating students to acquire knowledge through self-regulated or self-directed learning was essential for fostering their interest and motivation in learning, which was one of the indispensable conditions for fulfilling students' achievements (E-AU & A-110001, 2020).

"The learning materials, activities, or tasks on the Superior Learning platform improved my self-regulated learning. I can choose the learning materials, pace, and difficulty level to suit my own needs and interests, and my English for TCM improved a lot." (Student ID: 12)

4) Students' perspectives on the application of technology

Based on the students' responses, it could be seen that they embraced the application of the Superior Learning platform and Juku correction website in their TCM English learning. With the assistance of these educational technology tools, students' learning resources were expanded, personalized learning was guaranteed, students' interest in learning and classroom participation were improved, and the interaction between the instructor and students was enhanced.

"I think the Superior Learning platform and the Juku Correction website changed the traditional teaching method, expanded our learning resources, improved our learning participation and effectiveness, and strengthened the interaction and flexibility." (Student ID: 10)

"We can access richer learning resources from Superior Learning provided by our teacher. I think technology made our classroom presentations more vivid, increased our enthusiasm for participating in classroom discussions, and enhanced interaction between the teacher and us after class." (Student ID: 0)

"The Superior Learning platform provided abundant resources, we can learn according to our own pace and also communicate learning problems with our classmates or teachers at any time." (Student ID: 09)

By leveraging the benefits of modern network technology, a variety of online learning systems and platforms offered students increased access to learning resources. Students could break through the limitations of English learning in a class time and classroom space; they could utilize learning resources that fit their own needs for learning and select learning content depending on their interests, needs, goals, and task requirements. This discovery was in line with Wu's study, which indicated that smart platforms were crucial for improving college students' cognitive engagement in self-directed learning and their learning outcomes (Wu, 2023).

"I can revise my writing according to the comments and suggestions provided by the Juku correction website after class. At the same time, it also helps to cultivate my ability to independently solve problems." (Student ID: 09)

5) Students' perspectives on TCM culture confidence

This study indicated that the study of TCM English had typically increased students' confidence in Chinese medicine culture. According to students' responses, acquiring English proficiency through this course helped them express TCM knowledge and culture in English more accurately and confidently. This was very helpful for their future postgraduate studies, participation in institutional

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medical institutions, an career development as physicians. This finding was consistent with Zhang's research, which suggested that learning English in a specific field was not only essential for enhancing students' scientific research capacity but also a key component in their postgraduate education, even career development (Zhang et al., 2020).

"Learning this course helps me better express TCM knowledge and concepts in English, allowing me to promote TCM culture more accurately and confidently. If more people can express TCM culture in English, it will enable foreigners to recognize its value. By taking this course, you can effectively demonstrate the unique value of TCM culture in communication with international guests. It also improves my confidence in TCM culture." (Student ID: 0)

"Studying TCM English enhanced my English interpretation of TCM knowledge; it is helpful in promoting our teacher's work and cultural development. It also boosted my confidence and pride in TCM culture." (Student ID: 09)

Since TCM is an ancient medical science that encompasses the health and wellness principles and medical practices developed by the Chinese nation over thousands of years, TCM culture has been a significant element of China's rich traditional culture (Zhou et al., 2021). An essential element of cultivating excellent international professionals in the TCM field is to enhance students' confidence in TCM culture.

"By studying the TCM English course, I can better to express basic TCM knowledge in English. Our country has a rich heritage and encompasses the study and application of TCM. As foreign countries, TCM has received increasing attention too, and my cultural confidence in TCM has naturally developed." (Student ID: 09)

As a result, English instructors should understand that language education can facilitate the integration of both language and culture. When teaching a foreign language, instructors should help students build their own national cultural awareness and cultivate their confidence in their national culture as well.

#### 4.3 Conclusion

In conclusion, the findings of this study confirmed some previous studies, indicating that students generally possessed positive attitudes toward the blended-ERP instructional model, which effectively enhanced their English proficiency due to its advantages, including being flexible, providing abundant resources, personalized learning, convenient online review and preview, and efficient teacher-student interactions. On another hand, English instructors are suggested to leverage digital technology to develop innovative instructional models to enhance their pedagogy. Meanwhile, blended instructional models that require students to possess a high level of self-discipline; otherwise, it may result in delays, plagiarism, or any other negative consequences. Furthermore, the results suggested that students' cultural confidence toward TCM was enhanced when they learned TCM English. Therefore, students' self-discipline, English proficiency, and national culture awareness and confidence should be highlighted when conducting a blended-ERP instruction.

However, there is still space for further and more research in this field. The primary focus of this study was to examine the impact of BLEB on learning TCM students' English proficiency by adopting writing pre- and post-tests, with a research duration of 10 weeks. English proficiency continues not only writing skills but also numerous components such as reading, listening, speaking, and so on. Therefore, future studies can explore the impact of this model on students' overall English proficiency from multiple perspectives. In addition, this study mainly utilized the Superior Learning system as the main online platform for implementing the blended instruction, and the Juku Correction website as the supplementary content system for providing the students' English writing tests. For future study, the usage of multiple online platforms (such as Canvas, Blackboard, Edugate, Canvas Meeting, etc.) can be explored. Moreover, more operational intelligent writing correction platforms like ETS's iWrite can be used to assist the process in evaluating students' writing works in comparison to the Juku Correction website.

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given the limited resources available. In the end, this aspect of suitability becomes irrelevant to the innovation presented in differentiated learning.

Meanwhile, English teachers at Madrasah C and Madrasah B revealed that product differentiation is still appropriate to be applied to students. However, after observation during learning, teachers did not really apply product differentiation appropriately. For example, in Madrasah B, the teacher only differentiated the number of vocabulary memorization based on the student's ability to memorize. The teacher considers that this seems to product differentiation. Meanwhile, at Madrasah C, after observation, the teacher only told students to do the tasks on the LKS after observation.

Another aspect is complexity, teachers consider the complexity of differentiated learning to be a higher level than learning in the previous curriculum. Teachers are focused on adjusting to the new curriculum document and not yet focused on aspects that are related to its innovation so they are not focused to be present in every lesson such as assignments that are always project-based.

For example, in the learning carried out by English teachers at Madrasah B and Madrasah C, teachers are more focused about making inappropriate documents than reorganizing them in the classroom. Teachers are focused on student observation sheets and project-based assignment sheets. So as to do tasks such as material in grade 10 about Simple Present Tense which actually does not require project-based tasks, but instead is focused always to be project-based. Students are assigned to make a video containing Simple Present Tense material. In the end, students just copy the material on Google into video slides to be collected by the teacher. In fact, the essence of the material aims for students to understand simple present tense, not about making videos. During these activities, in the end, this complexity aspect must be ignored because the madrasah inevitably has to accept a high level of complexity in implementing differentiated learning.

The preparation stage in the diffusion of innovations related to differentiated learning in Madrasah involves a critical evaluation process, where teachers consider the benefits of these innovations to student learning, their relevance to Madrasah values, and support from the environmental and subcultural factors. This process is critical to the successful adoption of innovations in the context of Madrasah education process. If this stage of describing attitudes towards innovation is not done properly, it will have an impact on the next stage of innovation diffusion.

#### 4.3. Decision Stage

The decision stage in the innovation diffusion theory according to Rogers is the process in which individuals or organizations make decisions to accept or reject an innovation (Gilly et al., 2020). In the context of educational innovation in Madrasah, especially related to differentiated learning, this stage is critical because it determines whether the innovation will be widely implemented or only limited to a small number of educators and institutions. Differentiated learning, which aims to accommodate students' different abilities, interests and learning styles, is an approach that demands significant adjustments (Riz, 2022).

First, in the decision-making process, teachers, Madrasah principals and other education stakeholders need to understand the progress and benefits of this innovation deeply. At this stage, information about differentiated learning must be effectively socialized, either through training, workshops or group discussions. Teachers need to understand what requires the quality of learning, especially in the context of Madrasah which tends to have a diversity of social and intellectual backgrounds of students, then the readiness to accept the innovation will be greater (Sudjana et al., 2022). On the other hand, if the information received is inadequate or the innovation is considered difficult to implement, the stage then may be skipped.

The facts found, as happened in MTs, Madrasah A, and Madrasah B, show that information about innovation in differentiated learning is still limited. For example, the terms CP, ATP, and others in lesson planning are not well understood by teachers. In addition, it is not understood the benefits of differentiated learning, which can improve the quality of learning. Teachers consider that the way of learning is still almost the same as learning in the previous curriculum. The same thing also happens at Madrasah C, teachers consider differentiated learning as learning that makes it difficult for teachers even though it does not have a significant impact on students.

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Second, the decision stage also involves evaluating the knowledge needed to implement differentiated learning (Gilly et al., 2020). Teachers in Madrasah should consider whether they have enough time, training, and institutional support to adopt this approach. Implementing differentiated learning requires not only additional knowledge of teaching strategies, but also adjustments to curricula, materials, teaching methods, and classroom management. In other words, Madrasah heads may need to consider whether there are policies that support the implementation of this innovation. For example, those related to time allocation or the availability of educational facilities and infrastructure (Prasetyo & Setyawan, 2022).

At this stage, the Madrasah should consider to invest and focus only on the literacy of Madrasah A (Riz, 2022) suitable to implement differentiated learning. Teachers ignore their knowledge of appropriate differentiated teaching strategies. For example, regarding the collaboration of learning models, Mrs. A. W. who is a teacher at Madrasah B revealed that she only considered two models in learning and obtained it as process differentiation in good differentiated learning, however, more differentiation is actually not enough to provide meaningful experiences to students. Thus, in this decision stage, the teachers have not fully considered whether or not their abilities and resources are in accordance with the principles of differentiated learning.

In addition, the decision to accept or reject differentiated learning innovations is also influenced by social and cultural norms in the educational environment, namely the Madrasah staff (Prasetyo et al., 2022). If most teachers and educational staff in the Madrasah support this innovation, it will be easier for other teachers to go with the flow and try to implement differentiated learning strategies (Riz, 2022). However, if there is resistance or skepticism among teachers, especially those with traditional approaches for a long time, implementation of these innovations could be hindered. A culture in Madrasah that supports collaboration and sharing experiences is also important in helping teachers feel more confident to adopt these new approaches.

Based on the interviews that have been conducted, the majority of teachers are not ready and do not agree with the implementation of differentiated learning. At MTs and Madrasah A, teachers and Madrasah C, teachers feel that the application of differentiated learning is extremely not appropriate to be implemented. Meanwhile, teachers at Madrasah B agree with this implementation. However, the knowledge of the principles of differentiated learning is still limited. This shows that most teachers in these private Madrasahs only agree because of obligations, not their own personal choice based on the situation in the field.

Thirdly, the decision stage often involves a trial or initial implementation of the innovation. Evaluation of the benefits of differentiated learning to small groups of students before fully implementing it in the classroom. The feedback from these trials then becomes the basis for teachers to determine whether or not to continue using the innovation. If the trial results show a positive impact on the learning process, the decision to accept this innovation will be stronger (Sudjana et al., 2022).

In fact, the teachers had never tested or implemented differentiated learning before it was implemented. Most of them only listened to the technical guidance without any direct practice with students. For the teachers, the main reason they heard they had become they have never tested the effectiveness of differentiated learning for students in their respective Madrasahs.

Teachers in learning have shown concrete evidence, as happened in Madrasah A, where Mrs. M.A. made planning documents for differentiated learning. He admitted that he made the documents only to fulfil the demands of the Madrasah to implement differentiated learning documents. However, in general, Mr. A. did not actually implement the learning stage that he listed in the planning documents. The same thing was also done by the English teacher at Madrasah C.

As the Madrasah B and Madrasah B, teachers have never made any learning documents related to differentiated learning. What shows that as long as the policy related to differentiated learning obligations exist, they only want to have implemented them administratively or directly.

Thus, the decision stage in the diffusion of innovations in the context of differentiated learning in Madrasah is a complex process, involving various considerations from cognitive, social and institutional aspects. The successful adoption of this innovation depends on the extent to which teachers and stakeholders can see the direct benefits of the approach as well as their readiness

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to overcome the challenges that is during the implementation process. However, the result of this study shows that neither the institution nor the teachers utilize the decision stage well in adopting differentiated learning innovation.

### 3.4. Implementation Stage

This stage is the most important stage in the innovation diffusion process. The implementation of differentiated learning interventions in MTs and Madrasah A, Madrasah C, and Madrasah E is not optimal to be implemented because the decision taken to implement differentiated learning is a compilation. Mutual consultation, reasonable learning climate, and organized teacher resources make implementing differentiated learning innovation only superficial and unrealistic to claim. In daily practice, teachers still apply the old ways, especially in learning practices. Although the curriculum promotes differentiation of learning to meet learners' individual needs, teachers may only make minimal or standard modifications, which do not substantially change students' learning experience.

Some deviations are made, for example, by adding models, methods or media that were also applied in the previous curriculum. For example, English teachers at MTs and Madrasah E combine two learning methods, which is referred to as process differentiation. Mrs. A.W. Combines the drill method and the project-based learning when teaching self-introduction material in class. The main thing is also done by Mr. M.A. who applies drill method for listening, learning, and reading. He thinks that providing more than one method can provide opportunities for other students who do not like listening to be able to use reading learning media.

If observed, the modifications made by these teachers have not been only minor modifications that do not change students' learning experience. A similar case also occurred at Madrasah B, which introduced students' learning activities in the classroom by learning outside and around the Madrasah. Environmentally, Madrasah C, students were assigned to give speeches to the class to develop their speaking skills. However, students are free to summarize in full or while reading. The learning experience realized by these teachers have also been realized in the previous curriculum, so that the differentiation aspect is not too prominent and can change students' learning experience to the maximum. In the end, the goal of innovation is not achieved because of the ineffectiveness/ mistakes in implementing differentiated learning and failure of the previous stages.

When referring to the theory of innovation diffusion, at the implementation stage, innovations that have been decided to be adopted begin to be applied in daily practice (Davis & Foray, 2007:9). In Madrasah, the implementation of differentiated learning requires teachers to adjust their teaching approach according to students' individual needs. Differentiated learning aims to accommodate students' different abilities, interests and learning styles to make the learning process more effective and inclusive. In this implementation, several things need to be considered (Grossman, 2013):

First, the preparation of resources needed to support successful implementation. Teachers and schools need to be trained to understand the concepts and methods of differentiated learning in depth. This training can include techniques in choosing a flexible curriculum, how to assess students' needs and potential, and adaptive learning strategies. In addition, supporting facilities such as teaching aids and technology also need to be prepared to make the learning process more interactive and varied according to students' needs (Christophers et al., 2024).

Second, changes in teaching practices. In this phase, teachers start trying to implement differentiated learning methods and strategies in the classroom. This implementation can start from simple aspects such as making variations in tasks and activities tailored to each student's ability, so the implementation of more complex strategies such as flexible grouping, where students are divided into groups based on their ability level or subject interests. In addition, teachers need to disseminate themselves with using ongoing formative assessments in order to monitor individual student progress and adjust their approach according to the results of these assessments (Ariani & Sukmana, 2023). Third, resource management. Every innovation implementation, including differentiated learning, is often faced with resource constraints. Teachers can reduce their needs by finding ways to adapt to new methods, as well as from students who are not used to a more personalized approach. In this case, Madrasah leaders and curriculum managers need to support teachers and students during the transition period. Monitoring, supervision, and discussion forums between teachers can effectively help teachers face the challenges of implementing differentiated learning (Hidayat et al., 2014), and finally,

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evaluation and adaptation. Once differentiated learning has been implemented, an evaluation is needed to see how effective this strategy is in improving the quality of learning. This evaluation can be done through student feedback, learning outcomes, and direct classroom observation (Widiana et al., 2019). Based on the evaluation results, Madrasahs need to make adjustments and adaptations in teaching strategies, curriculum design, and other supporting policies, so that differentiated learning can continue to develop and be implemented optimally.

However, all of the above stages are largely ignored by the Madrasah. This is evident from the minimal preparation of resources, the absence of changes in teaching practices, and only making small modifications that have less impact. The absence of efforts to carry out resource management, and the absence of evaluation and adaptation efforts from both sides to continue developing differentiated learning. Thus, Madrasahs are required to be more proactive in the activities that are currently carried out orders from the Ministry of Religious Affairs without any other initiatives to develop themselves.

### 3.5. Confirmation Stage

Usually, at the confirmation stage, individuals or groups have adopted an innovation seek to ensure that their decision is correct and reasonable. They evaluate their experience using the innovation and seek feedback to reinforce or cast doubt on their decision (Grossman, 2013):

The confirmation stage is crucial in the context of innovation innovation, especially in differentiated learning in Madrasah. Differentiated learning is an approach that allows teachers to customize learning methods, materials and resources according to diverse students' needs and skills. At the confirmation stage, teachers and the Madrasah as a whole will reflect on the effectiveness of this approach, and its impact on the quality of learning and the achievement of student learning outcomes (Christophers & Murnanti, 2024).

During the confirmation stage, teachers will reflect on their experiences in implementing differentiated learning. They may gather evidence from evaluations of student learning outcomes, including how well students with different abilities could master the materials and skills taught. This reflection can be done individually or through collaboration with peers or Madrasah leaders, such as Madrasah heads and supervisors (Christophers, 2023):

Based on the results of this study, the four Madrasahs have reflected on their activities related to implementing differentiated learning and found certain obstacles in this implementation. However, the Madrasahs cannot change their decision to stop implementing differentiated learning as part of the independent curriculum.

In addition, teachers may also collect feedback from students themselves, which can provide an important perspective on how differentiated learning affects their motivation, engagement and interest in learning. This feedback can strengthen teachers' decision to continue implementing the differentiated approach or evaluating whether there are weaknesses that need to be corrected.

Teachers have conducted surveys related to student responses in the learning process. For example, Mrs. A.W., a teacher at Madrasah E, revealed that students felt unattractive for product differentiation. Students prefer uniform assignments as in previous learning. This shows that even though teachers have conducted feedback on the impact of differentiated learning and found negative responses, teachers cannot stop differentiated learning.

The Madrasah, as an institution, also plays an important role in this confirmation stage. Through education policy and supervision, the Madrasah can provide support and feedback to teachers and facilitate discussion forums to share experiences and best practices related to the implementation of differentiated learning (Christophers et al., 2017:1). For example, further training or workshop activities can be organized to strengthen teachers' understanding and skills in implementing differentiated learning effectively.

Usually, if at the confirmation stage it is found that differentiated learning does have a positive impact, then this innovation will be more strongly institutionalized in the school culture and become part of daily learning practices. However, if there are obstacles or unfulfilled results, then teachers and Madrasah can re-evaluate the educational approach used, and perhaps adjust the strategy or find an approach that is more suitable for the educational context at the Madrasah (Pudiana et al., 2020):

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At this confirmation stage, teachers should be given the freedom to confirm whether to continue or not depending on differentiated learning. Moreover, because the topic of this innovation is still in its infancy, it is suggested that some teachers can only continue the idea of innovation that is without serious being accompanied by appropriate concrete actions in the field.

The writing stage of diffusion from the beginning covers the adoption process of this innovation in the independent structure to be an idea. The introduction of innovation in the aspect of differentiated learning is not straightforward, the limitation of attitude and discouragement by teachers towards the implementation of differentiated learning is not accepted, and the implementation is starting to spread to be could with there is no option to continue considering or stopping the innovation offered in differentiated learning. These suggestions cover the concept of differentiated learning to become a "policy-innovation" that is processed but is not a change. Teachers have only become followers and cannot determine the type of their institutions in implementing a learning process that suits the characteristics of teachers and students.

As a final statement of the innovation diffusion process, private institutions can start when the innovation diffusion stage is not started yet properly. Innovations are not accepted initially and proceed gradually, so the innovation is only an idea without action. In the end, an innovation that is only theory is formed. The main aspect of practice-innovation in learning in connection to the teacher are not free to provide learning because they follow various things to the new learning concept. Institutions only practice the old learning method even though the concept proposed in differentiated learning.

**4. Conclusion**

The diffusion of innovation in differentiated English learning in private institutions in East Kalimantan occurs because the diffusion of innovation is their strongly. Meanwhile, which should be noted the freedom to continue the process of innovation adoption stage, are trapped in concrete correct by leading policies. Ultimately, teachers only carry the idea of differentiated learning innovation and are trapped in practice-innovation that does not impact the learning process. Teachers who claim to have followed the policies of differentiated learning still use old methods that are different from learning in the previous curriculum.

The implication of this research is to pay more attention to institutions in implementing the independent curriculum, especially in the aspect of differentiated learning. The Ministry of Education Affairs should not only regulate but pressure the existence of institutions in implementing innovation that will be implemented. This research only proves the diffusion of innovation in the case of differentiated learning implementation. It provides a new source of self-powered innovation theory, so it is important for future research to explore more deeply the variability of this practice-innovation theory to come and teachers or other educational institutions as comprehensive material.

The suggestion that can be taken to boost up the quality of learning is about to give more attention to focus on raising up the quality of teacher training. It can be seen the problem comes up from the knowledge of the teachers that have some issue in the understanding way to conduct the differentiated learning. Besides that, the realization is also the crucial issue in the differentiated learning in the private institutions. That problem comes up due to their view on the institutional support during the process of institutional process.

**Acknowledgment**

The researcher extends sincere gratitude to Directorate General Pendidikan Tinggi, Riset, and Teknologi (DITPRT) for the research grant provided. The author also expresses special appreciation to their insightful critics, suggestions, and critiques. They have used insightful comments were available in helping to maintain the consistency of this study. Furthermore, sincere gratitude is given to the participants, whose hard work and commitment were crucial in the accomplishment of this research. With their precious assistance, the project was effectively finished.

**Author contributions** - Authorised Study: All authors were responsible for the entire research project. He also led the writing of the manuscript and collaborated with the second author. Elizabeth Maria Lisa Putri participated in the

14) Investigation into students' performance in foreign language business writing and their attitudes toward it



Fig. 3. Correlation between students' second language writing anxiety and their writing performance

In Figure 3, the scatter diagram for the students' second language writing anxiety and their performance in the business writing tasks shows a negative correlation between the two variables. This data in Table 4 indicates the relationship between the students' second language writing anxiety and performance in Business English writing was a statistically significant negative one ( $r = -.602, p < .010$ ).

Table 4. Correlation between the students' second language writing anxiety and performance in Business English writing

	Partial Correlation (sig. 1-tailed)	Anxiety	Writing Scores
Anxiety	.602	1.000	-.602
Writing Scores	-.602	-.602	1.000

To answer RQ2, concerning the correlation between students' foreign language writing anxiety and their performance in writing across three proficiency groups, the students' writing scores and the satisfaction they provided in their responses to the SLWA were analyzed. The findings demonstrated that the students' performance in Business English writing and their level of anxiety were negatively correlated. In this respect, the target students wanted to be more anxious when their Business English writing proficiency was lower. The results of this current study are consistent with previous research (Cohen & Slobin, 2001; Edwards et al., 2013; Fakhri & Cahyani, 2014; Wang, 2013; Zuhdi, 2014).

**3.4 Factors causing student writing anxiety across three proficiency levels**

To answer RQ3, "What factors cause anxiety in foreign language writing across the three proficiency groups?" The students completed the Second Language Writing Anxiety Inventory questionnaire. The questionnaire contains 35 items exploring seven aspects of writing anxiety: affective, cognitive, linguistic, teaching practice, feedback, evaluation, and test-related anxiety. The questionnaire data were analyzed using descriptive statistics (mean, S.D.).

Table 5. Causes of second language writing anxiety

Anxiety Causes	X	S.D.
Affective Anxiety	3.46	1.00
Cognitive Anxiety	3.48	1.18
Linguistic Anxiety	3.49	1.13
Teaching Practice	3.56	1.18
Feedback	3.73	1.23
Evaluation	3.47	1.14
test-related	3.88	1.07

According to Table 5, test-related factors were found the highest in students' writing anxiety, with the highest mean score ( $X = 3.88, S.D. = 1.07$ ), followed by linguistic factor ( $X = 3.73, S.D. = 1.13$ ). The third-highest mean score found in this study was cognitive anxiety ( $X = 3.48, S.D. = 1.18$ ).

control, teaching practice and feedback with the study's two most salient anxiety factors, with mean scores of 3.76, *S.D.* = 1.18 and *S.* = 3.73, *S.D.* = 1.22, respectively.

Table 6. Correlates of anxiety in writing anxiety across three proficiency groups.

Anxiety Correlates	High Proficiency N=18		Mid-Proficiency N=23		Low Proficiency N=11	
	<i>M</i>	<i>S.D.</i>	<i>M</i>	<i>S.D.</i>	<i>M</i>	<i>S.D.</i>
Attention Anxiety	4.11	1.22	3.78	1.11	3.74	1.11
Cognitive Anxiety	3.15	1.17	3.47	1.10	3.74	1.11
Linguistic Anxiety	3.65	1.19	3.56	1.14	3.68	1.08
Interaction Anxiety	3.48	1.14	3.58	1.08	3.64	1.11
Feedback	3.78	1.18	3.40	1.04	3.40	1.02
Performance	3.63	1.22	3.28	1.28	3.17	1.20
Total Score	3.82	1.08	3.37	1.07	3.23	1.07

Table 6 displays the factors causing students' writing anxiety across the three proficiency groups (high, mid, and low proficiency). The high-proficiency students were apprehensive about the interaction factor with the highest mean score of 3.68, *S.D.* = 1.08, followed by the linguistic anxiety (*M* = 3.65, *S.D.* = 1.19), and the evaluation anxiety (*M* = 3.36, *S.D.* = 1.32). Similarly, the results show that less-related anxiety was the highest anxiety as rated by the mid-proficiency students, with a mean score of 3.77, *S.D.* = 1.05, followed by linguistic anxiety (*M* = 3.50, *S.D.* = 1.14), and cognitive anxiety (*M* = 3.17, *S.D.* = 1.10). Regarding the low-proficiency group, the highest mean score was the task-related anxiety, with an average score of 4.33 (*S.D.* = .96). Following that, cognitive anxiety was the second highest factor for the low-proficiency group (*M* = 3.73, *S.D.* = 1.11). The students in the low-proficiency group were also anxious about subject-free anxiety, with an average score of 3.78, *S.D.* = .97. Notably, the findings in Table 6 indicate that the students from all three proficiency levels were less anxious about the teaching practice and feedback they received from the teacher.

The results of RQ3, concerning which factors cause anxiety in students' foreign language writing across the three proficiency groups, demonstrate that the students experienced high task-related anxiety. Further analysis indicated that the students in the low-proficiency group experienced the highest level of anxiety compared to the high- and mid-proficiency groups. The second most common anxiety factor found in this study was linguistic anxiety. In this area of anxiety, the students in the high- and the low-proficiency groups tended to have similar levels of anxiety. This means there was no statistically significant difference between these two groups of students' levels of linguistic anxiety. Since most students perceived that their writing performance would be measured against their accurate use of linguistics in EFL, the high-proficiency group might worry a bit about their accurate use of linguistics in writing. Similarly, students in the low-proficiency group might perceive writing assessment in the same way as the high-proficiency students do. Conversely, the low-proficiency group, owing to their more limited linguistic knowledge, likely worried over having to demonstrate their linguistic knowledge in writing. Next, cognitive anxiety was the third factor that the students found salient. This study's findings indicate that the students in the low-proficiency group experienced the highest level of cognitive anxiety, followed by the middle- and the high-proficiency groups of students.

Based on this study's outcomes, students at different proficiency levels require different guidance to reduce student anxiety. This finding is similar to that of Qi (2022), describing that writing anxiety varies across different proficiency-level learners. Several studies indicated the anxiety factors associated with student writing anxiety include students' anxiety about English teachers and self-perceived performance (Wang, 2012). It is suggested that the factor causing the most student anxiety should be prioritized. This present study showed that task-related anxiety was the most dominant anxiety experienced by the target groups of students regardless of their proficiency level. In this study, teachers could use the research findings to help reduce student task-related anxiety. To do so, students should be involved in designing the rubrics and fully understand how the rubrics will be used (García & Smith, 2020; Wakhari, et al., 2019; Deyuan, 2020).

## 15) SQRAR: A model of ELT coursebook evaluation

concentrated on a specific section of the English coursebook based on the criteria they refer to and are working on (Chen, 2015). The comments or suggestions are based on criteria for good English learning materials that are based on certain theories and practical experiences as a classroom English teacher, not English coursebooks.

### 3.1. Recommendations

While not after analyzing the English coursebook, the evaluators made recommendations for English coursebook authors and the revision of their learning materials in the form of comments and suggestions. Learning materials developed by English teachers and self-perceived English learning materials (Chen, 2015). As a result, the revised English coursebook will be appropriate for the curriculum, students with various learning styles, and other criteria (Almagor et al., 2012; Hidayat, 2017; Williams & Turner, 2017). Actually, the evaluators could also provide comments and suggestions while evaluating the English coursebook by selecting indicators 1, 2, and 3 (Chen et al., 2017). Furthermore, at the end of the analysis, they provide both specific and general comments (Chen, 2015).

Overall, SQRAR is a structured and systematic approach to problem-solving that can be used in the coursebook evaluation. Using SQRAR as a method for coursebook evaluation can help ensure that the coursebook is effective in meeting needs of the target audience and achieving the desired learning objectives. It assesses coursebook's evaluation model. SQRAR provides a structured approach to evaluating a coursebook that ensures all important aspects of the book are considered. It also ensures the coursebook's consistency. By using a structured template (coursebook), the evaluators can ensure that the evaluation is consistent across different coursebooks or different evaluators. This can help make evaluations more reliable and accurate. It also highlights learning objectives since SQRAR helps to focus the evaluation on the learning objectives of the coursebook. This ensures that the evaluation is aligned with the goals of the course and helps to identify whether the book is effective in achieving these goals. It could also propose clear recommendations. By using SQRAR to evaluate the coursebook, the evaluators can generate clear recommendations for improvements that can be made to the coursebook. This can help the publishers and curriculum developers to make informed decisions about how to improve the coursebook.

### 3.2. Discussion

This study addresses the critical role of English coursebooks in language teaching and learning, highlighting their significance in providing language input, exercises, and resources (Chen & Hidayat, 2022; Hidayat & Hidayat, 2023). Despite their importance, there is a recognized need for coursebook evaluation models to ensure they meet educational standards and curriculum requirements as mandated by governmental regulations (Amriy & Hidayat, 2022; Hidayat, 2022). Previous research has primarily focused on static evaluation methods, underscoring the development of a dynamic evaluation approach to address the limitations of traditional assessment methods. The introduction of the SQRAR model, integrating dynamic assessment principles, aims to fill this gap by offering a structured and systematic method for evaluating English coursebooks (Amriy et al., 2018; Hidayat, 2018; Hidayat & Hidayat, 2022).

The study's results underscore the urgency and importance of dynamic evaluation models, particularly in the context of English coursebooks used in formal education. Survey findings reveal strong agreement among English speakers regarding the need for dynamic evaluation based on established criteria (Chen et al., 2022). The development of the SQRAR model diverges from this need, synthesizing dynamic assessment principles with a cyclic process of identifying weaknesses and providing recommendations for improvement. The SQRAR model's implementation involves systematic, consistent, and analytical evaluation and recommendations, aligning with the purpose of the study to address the shortcomings of existing evaluation methods (Amriy & Hidayat, 2019; Chen & Hidayat, 2023).

Compared with previous research, which primarily focused on static evaluation approaches such as SQRAR, SQAR, TRIVALE, and CLAR, the implementation of the SQRAR model represents an advancement in coursebook evaluation methodology (Deyuan & Smith, 2020; Hidayat, 2020; Topolewska, 2021). While traditional methods focus on specific teaching strategies, SQRAR adopts a comprehensive approach, integrating dynamic assessment principles and systematic instructions and guidelines in the evaluation process. Furthermore, the results highlight the benefits of dynamic

## 16) Developing sociolinguistic context-based English-speaking materials for Islamic senior high school students



## Muhammadiyah University of Sidoarjo

### 1) Prospective EFL teachers' perception toward teaching English vocabulary through poetry



Poetry contains creativity, flexibility, and various formats to develop students' ability to record descriptions and visualize ideas, which links them between content and context of various characteristics. Bahadırhan (2022) found respondents also mentioned the reflection of ideas. The first respondent, "... they could reflect their ideas, their emotions or some, and their vocabularies into a good writing" (P. 1829). The following respondent viewed "... poems provide EFL students with opportunities to enrich their vocabulary by presenting words not included in L2 textbooks. While to study language alone, students are generally asked to learn vocabulary through memorizing and translating, poetry can be a valuable pedagogical tool in the EFL classroom that introduces the creative language and allows the creativity of students both and linked to the real-life context" (P. 1831). Lian (2018) shows several pieces of evidence of poetry writing in EFL classrooms related to the real-life context that the participant mentioned. Lian mentioned that EFL students tend to write poetry based on their vision, such as their experiences and significant events. It can be said that they usually write descriptive, direct, emotional, and personal poems. Shinde and Shastri (2020) also support that this kind of creative practice broadly writes material covering human issues and social background. Therefore, word analysis, word features, word frequency, and word form can be explored by students' ideas and their vocabulary production (Alirol & Boudreau, 2022; Lian, 2018).

The other responses from the respondents in improving students' spelling were about small group discussions and feedback on their writing. A respondent revealed, "... determining vocabulary in writing a poem is important. Some strategies that can be used are flash-card-share and Vocabulary Self-Storage (VSS). In flash-card-share, the students can discuss some vocabulary they have prepared, while in VSS, they can discuss their vocabulary, and later, they will use some new vocabulary through their friends' poetry" (P. 1713). From both strategies, there were activities of exchanging information in checking their vocabulary list. It was in line with Inail & Inail (2020), who stated that small group interaction is appropriate for getting students to write poetry. Interaction with balanced chemistry will give them the freedom to explore vocabulary. Most students usually had comfortable discussing with their partner in a small group (Inail & Inail, 2020). Besides, Shohriati (2015) adds that giving attention to the vocabulary in the poetry writing process is essential for developing coherent lines and word choices. Conversely, a respondent stated, "The teacher may provide feedback on students' writing. ... The teacher also has to explain that they can use any words that can express themselves in poetry" (P. 1280). The study about poetry writing conducted by Saaduloh et al. (2018)

highlights the importance of feedback on students' work. They explain that reinforcement from the teacher can be delivered orally or in writing. This feedback shows appreciative comments whether their student work language style like their others' work, and engages their ideas in forming their poems.

According to Abdulkhannaq (2020), EFL teachers should combine learning activities with practice in producing words within a social context that promotes vocabulary learning. It can be reflected in using poetry to produce their own words through a writing activity. Further, Mariani Qulali (2016) emphasizes that poetry is a short and simple text to illustrate language acquisition. It showed that in poetry writing, the students learn think and decide about their topic and content, analyzing their vocabulary and generating whole sentences in every line. In writing a poem, the students not only produce a verbal form of words but also learn to fit spelling and their look to form a meaning (Iliana, 2013).

#### Word Meaning

Smith (2017) states that poetry contains powerful and sharp pictures in painting images and scenes through language. Poetry offers meaningful activities that provide multi-interpretation to give students a chance to give critical reasons while interpreting the content based on its language features (Gibson, 2018; Shalun, 2019; Shalun, 2022). During the interpretation, vocabulary knowledge must be improved because the students must know the meaning of each word in the line. Dealing with this point, language features in poetry can create meaningful analysis activities. Smith (2011) and Hinton (2003) explain that in learning about word meaning, the students will identify the meaning of a word and the association of a word to the possibility of its potential, emotive, connotative, and denotative. Based on the results of the present study, word meaning was possessed by 39% of the respondents. The reasons and discussion about kind perceptions to word meaning are seen below.

#### Improving Figurative Language

Pollat et al. (1998) mention the principal meaning of figurative language such as the figure of speech (i.e., metaphor, simile, irony, idiom). Figurative language is not necessarily functional. Figurative language is limited range and figurative language that exists across languages, historical era, cultural grouping. Poetry contains rich figurative language to identify language expression in poetry (Lanangayong, 2020). As a way to say something other than its ordinary way (Lanangayong, 2020; Pratiwi & Ramadhani, 2017), poetry must contain a broad vocabulary to express a particular meaning. Therefore, figurative language provides students with knowledge about its type and vocabulary used in improving something differently.

According to C'Brien (2010), the ability to interpret figurative language reflects vocabulary knowledge and the acquisition of relevant sub-concepts. Referring to that point, the respondent also highlighted that "... asking students to analyze a poem and playing games by mentioning the example of figurative language whether it is personification, hyperbole, metaphor, or simile. Then students also mention examples used in everyday language" (P. 149). From that view, figures of speech contain broad word meanings in the form of various syntactic language structures. The other view respondent also supported that "Language in poetry is full of figures of speech, idioms, have hidden meaning, and other elements, so that students must use high abilities or higher effort to understand poetry" (P. 1293). Figurative language can give language teachers systematically and methodically of specific linguistic features (Smith, 2017).

The other view viewed improving vocabulary as the figurative language of poetry was in the integration of teaching strategy. A respondent viewed "strategies that can be used to enhance students' knowledge in studying figurative language is by reading. Reading is a way of thinking to analyze the content of a text" (P. 1214). Even though the way of thinking can be gained through reading, Mukhlid (1992) offers techniques to help students learn about figurative language, such as reconstructing misconceptions, offering the relation of all to reality, and attitude of figurative speech. The last in preparing exercises that are connected with the appropriate association. Through this strategy, students may be able to test their figurative competence (Pratiwi & Ramadhani, 2017).

Students can understand figurative language by analyzing the literal meaning of the sentence before transforming the meaning behind the sentences by deriving an interpretation (Gibbs et al., 1993). Therefore, a process of vocabulary interpretation is based on its literal meaning and hidden meaning. An example from a respondent revealed, "Students will understand the new words that exist in the poetry because of the unique and beautiful words that have hidden meaning which is challenging to be analyzed by them" (P. 120). It showed that figurative language could also attract students' learning process. Figurative language is a way to develop vocabulary and enhance cognitive processes in learning.

#### Improving Collocative Language

Collocative language means informal English, often used in daily communication (Thompson, 2020). Collocative can be found in poetry since this literary work is a medium to communicate or express someone's experience. In its use as language in daily communication, above participants perceived that vocabulary in poetry could be practiced in daily communication for the students. A respondent viewed "... with difficult words we will be able to increase our

knowledge of vocabulary if we can enrich our vocabulary, that will make us more efficient in communicating using English" (P. 119). The other view also perceived that "... asking learners to read poetry ... words make them familiar with the vocabulary used in poetry and make it possible to use in real life. Finally, poetry also sharpens English learners' understanding of the meaning of each word used in the English language." (P. 141). Thus, poetry provides needs to learn about communicative language differently.

Regarding collocative as an informal language, there may be a question about students' academic language for academic purposes. A study by Immanuel, Eupiel & Wigan (2017) provides evidence of the relationship between colloquial language and academic language acquisition in EFL classrooms. It shows that academic language has more special linguistic performance ability. Besides, in this study, the students can adapt and differentiate the use of academic and colloquial language. Colloquial language is needed in socialization; the classroom usually provides formal materials that contain formal academic language. In this case, students' guidance in providing students with contextual media on language learning; colloquial language can also be acquired in a formal class setting (Immanuel, Eupiel & Wigan, 2017).

#### Helping Students Analyzing Unfamiliar Words

These participants perceived that unfamiliar words in poetry could increase students' vocabulary by finding unfamiliar words in poetry. A participant viewed, "The teacher can teach the students by asking them to read a book, ... and ask them to open their dictionary to find the meaning of the words." (P. 150). On the other hand, a contradictory argument was found. Knight (1994) argues that a dictionary is discouraged from generating a word's meaning as one is suggested only as a last tool in finding the word's meaning. It causes a distraction during reading activities. Meanwhile, Liu et al. (2017) suggest providing students with contextual text in order to give students a chance to analyze the meaning of unfamiliar words diacritically based on the organization above. It does not mean that using a dictionary to analyze word meaning obstructs learning, but it is a tool to improve learning accuracy. Further, adding to the contextual text, poetry provides contextual text that students can read and guess unfamiliar words before they find them in the dictionary.

The other participant perceived that the "... Diagram, study, and Active method supports teaching vocabulary in EFL classrooms. ... in the whole stage, students analyze the poetry by underlining and listing the types of vocabulary they found in poetry. In 'active' phase, students find the meaning of word of poetry that their friend read in the front of the class" (P. 110). It can be seen that the respondent highlighted students' active learning. Finding unfamiliar

systematic or systematic vocabulary supports student-centered learning (Garcia, Casanovi, 2008). The student actively learns their meaning while teachers evaluate their comprehension of an objective vocabulary based.

#### Word Use

In the recent teaching activities about word use, teachers (middle level teacher) in the textbook sources to using words and formal them into sentences. On the other hand, Nabata (2018) reveals that students have started to use literary work in teaching word use, especially grammatical function and collocation, which the present study highlighted. Nabata (2018) explains that poetry has the chance in teaching practice from teachers as "gatekeeper to meaning" in the conceptual context of poetry that is "poetic," which gives students right and wrong answers. In short, poetry gives maximum word use to be understood by the students through dialogic teaching in the linguistic features. The following explanation shows the use of poetry to facilitate grammar learning.

#### Introducing Grammatical Function

According to Brown (2001), activities in studying grammatical functions are analyzing the pattern in a sentence, recognizing word position, and using the form in writing to create a structured and meaningful sentence. A book by Brown (2002) discusses the components of grammar, such as a group of words, the verb type system, voice, aspect, and sentence structure. Therefore, those elements will improve the grammatical competence of students. According to an effective teaching method in teaching the elements of grammar, Ardiyanita et al. (2021), Hidayat, Nurwanita et al. (2022), and Nurwanita et al. (2022) suggest that poetry can give direct exposure to grammatical, lexical, and syntactic knowledge. Teaching poetry analysis, it also supports effective grammar learning before students have the automatic production of their sentences. They can analyze the use of grammatical functions before they produce and use the grammatical rules.

On the use of morphology components presented that poetry could improve students' grammar. Some views could be highlighted about the activities and strategies in learning to improve student grammar. The first viewpoint revealed, "The activity of comparing the things that happened in poetry will improve students' vocabulary and their ability to know sentence structure..." (P. 009). The other viewpoint presented, "The teacher can use dynamic media approach. Some creative response approaches to teach a lexical item or grammatical structure so the students can have a meaningful context" (P. 07). Furthermore also, strategy in teaching grammar is based on students' view on "what grammar is" (Cassano, 1997). Students can be helped to discover it for themselves if there are allowed to apply different

possibilities and propose a solution that might be "wrong" rather than give the "right" answer in advance to be applied automatically (Cassano, 1997). It means the students must construct their answers by using the word by the possibility of using various words to produce several lines in poetry.

In learning word use, some possibilities can be created by "poetic" information for students, such as various poetic forms as a word, types of words to be used, and where, when, and how often the word is used (Brown, 2013). It engages creatively and critical thinking in grammar learning through poetry. First, these possibilities in process of gaining receptive and productive vocabulary knowledge might occur during this process (Nurwanita & Danti, 2022; Nurwanita et al., 2022; Diona, 2018). Learning about language use in reading and using multiple aspects of a word that enhance receptive and productive vocabulary (Brown (2013) explains that receptive vocabulary knowledge is the ability to recall multiple aspects of word knowledge in reading and listening, while productive vocabulary knowledge is the ability to use multiple aspects of word knowledge in writing and speaking. Thus, poetry as the medium for learning grammar offers an opportunity to elaborate on other interrelated language skills.

#### Prospect of Using Collocation

Brown (2001) states that although EFL students have already learned many useful grammatical functions, their vocabulary remains relatively small and unproductive for the written word. Therefore, Brown adds that it is crucial to increase the knowledge of collocation, where students use not only words together to create an acceptable sentence and meaning. A viewpoint said, "Through studying poetry, the students' language awareness and critical thinking skills have improved" (P. 046). It means that through poetry analysis, students are trained to be aware of the use of words. Galan (2001) argues that collocation in poetry is unique because it is a distinctive area in an academic level. Further, collocation can be defined as an arbitrary or conventional association of words that can be related into lexical and grammatical features (Lyman et al., 2010; Huang & Jiao, 2011; Mardiana, 2002).

Referring to the types of word combinations, in learning vocabulary through poetry, they must decide the correct combination of words, whether it is a lexical collocation or grammatical collocation, to form a correct meaning. Besides, they also need to consider the aesthetic dimension of producing collocations in poetry. As respondent said, "Teaching students to read and evaluate each word of a text can also use short poetry... it is aimed for students to be able to understand the structure of the poetry they study" (P. 025). Based on that argumentation, it might be hard for the student to decide the derivation in the literary work, but teachers must be able to give their students a suitable level of poetry. Brown (2013) suggests that in giving collocation for

collocation, teachers give flexible variety and let the students feel the helpful group of words. Further, Brown (2011) adds that sentences of a foreign language are immediately learned when placed in a meaningful sentence. As poetry contain contextual meaning, Nurda and Susanto (2011) highlight that poetry exposes various forms of language use and structure through its arrangement.

This research implies using poetry and songs to improve students' vocabulary, especially in English language education. Moreover, referring to related articles from Nurwanita et al. (2022) and Nurwanita & Danti (2022), poetry is also considered to improve speaking and reading skills. Considering that vocab is very crucial for supporting speaking and reading skills, the arguments of the two studies above indicate the argument for the importance of involving poetry in EFL textbooks in Indonesia. At the university level, especially in the English Education Study Program, prospective EFL teachers need to know how to use poetry to teach English. Hence, to be able to teach English with poetry, at least the English language education curriculum at the undergraduate level must include basic knowledge about poetry, its elements, and how English poetry is read (related to pronunciation, speed of speech, intonation, and stress through good rhythmic emphasis).

## CONCLUSION

Poetry is considered contextual material for teaching English, especially vocabulary for students. The elements in poetry, such as its rhyme, figurative language, and diction, engage students in learning activities. Based on the present study, students believe poetry can help students learn vocabulary creatively. They viewed that vocabulary can be improved through pronunciation, spelling, figurative language, colloquial language, unfamiliar words, grammatical function, and collocation in poetry. These perceptions are classified into the elements in poetry. The vocabulary elements are synthesized from Brown (2011) and Nabata (2003). They reveal that vocabulary contains three elements: word form, word meaning, and word use. Therefore, pronunciation and spelling are classified into word form because they are in the form of spoken and written words. Figurative language, colloquial language, and unfamiliar words are distributed into word meanings. It is because those elements are language features in the poetry that have hidden meanings based on its context. The last is grammatical function and collocation grouped into word use because it is the stage when the students use vocabulary to produce sentences. Further, poetry can be integrated into other learning strategies to create learning activities for improving vocabulary. However, as using poetry to teach vocabulary, teachers must consider the types of poetry and

students' level. They will learn vocabulary in a short text with rich features. Thus, they learn all elements of vocabulary within contextual settings.

While vocabulary helps students comprehend receptive skills (i.e., reading and listening), it also helps students' productive skills (i.e., speaking and writing). More specifically, using poetry in EFL class could positively affect students' writing skills because of the improved comprehension and the comprehension of the complex written text. As writing is the practice of jotting down ideas, having ideas from understanding prose can support students' writing process. In the meantime, exposure to the complex use of English in a poem could improve students' eloquence in their writing, affecting the quality of their writing results.

## ACKNOWLEDGEMENTS

We would like to express our profound gratitude to the students of English Language Education in Universitas Pendidikan Indonesia who had taken the time to be the respondents in the research. We would also like to extend our gratitude to the English Language Department, Universitas Pendidikan Indonesia for the support during this research.

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## 2) Artificial Intelligence in English Language Teaching: Fostering Joint Enterprise in Online Communities

Table 1. Online Feedback: Value of Teacher Presence

**Discussion: Emerging Technologies and ChatGPT for Teachers' groups** The value of teacher presence alongside AI tools in education. Teachers agree that while AI enhances teaching and learning, their human element remains central to the best outcomes in English Technology group. EMTs questioned AI's impact on learning quality. "Perhaps more than the robot, we want to know how it helps on the quality of their learning overall?" highlighting the centrality of teacher presence. EA observed the importance of teacher assistance in integrating AI feedback: "The feedback was very good, but the student needed my help to understand the feedback." In ChatGPT for Teachers group, that assessed the teacher's overall role in evaluating student performance, even with AI assistance. "AI [sic] suggests that the teacher from the meeting... AI can assist in the understanding of the student's individuality and the processing that the student to perform should be assisted by the person". These observations about the irreplaceable value of teachers in AI-integrated classrooms, recognizing their role in providing essential understanding, interaction, and guidance. Reinforced for effective teaching and learning.

**Discussion for Consensus and Challenge** The discussion in open Facebook groups vividly exemplifies the Joint Enterprise aspect of Virtual Communities of Practice (VCoPs), particularly in addressing the concrete and abstract consensus and challenges of AI tools in education. These collective activities include shared vision, adoption of new technologies, incorporating a broader commitment to address the multidimensional ethical, pedagogical, and societal implications brought by AI integration.

Teachers within these groups have collectively voiced concerns about an over-reliance on AI tools, affecting the VCoP's mission of Joint Enterprise that emphasizes shared vision and collective goals. Fears of AI replacing human instruction affect in learning processes and potentially taking teacher roles reflect a shared vision among teachers toward preserving the integrity and efficacy of educational processes.

Ethical considerations, particularly concerning data privacy and the potential for misuse of AI tools, have been a focus of these discussions. Teachers often voice their concerns about issues, contributing to a collective ethical deliberation that contrasts traditional top-down approaches of policy decisions. This approach aligns with Computer and Kevitt's (2017) findings on the role of online platforms in fostering collaborative EPL.

Simultaneously, there is a balanced view towards educational technologies with collective calls for improved validation of AI tool efficacy. This critical perspective is in line with Salinas (2018)'s advocacy for empirical data in validating educational technologies. The discussion within these groups also assess the irreplaceable role of human teachers in assessing emotional intelligence and personalized, under-standing factors yet to be fully captured by AI technologies.

Table 2. Online Feedback in English Language Teaching

Moreover, these Facebook groups serve as collaborative platforms for improving pedagogical strategies, resonating with Liu and Patel (2022)'s recommendations for professional development programs. Teachers share resources and experiences, gaining insight on evolving pedagogical approaches that prioritize traditional and novel strategies. This aspect of Joint Enterprise is evident, as it underscores the value of collaborative learning and problem-solving among teachers, which is also supported by empirical evidence from Nishiyama et al. (2018).

The discussion within these groups are not merely platforms for sharing resources; they represent active spaces where teachers critically evaluate and collaboratively resolve knowledge. This aspect becomes particularly resonant of VCoP by including such discussions in ethics, evidence-based practices, and the complex role of AI in teaching. The conversations discussed joint or potential responses for diverse scholarly investigations, particularly in exploring the balance between AI utility and teacher involvement.

In summary, the Consensus and Challenge discussions related to AI tools in these Facebook groups exemplify a shared journey of teachers within the framework of Joint Enterprise. The process is characterized by shared consensus, shared responsibilities, and a collaborative effort to address challenges, informed by collective learning AI technologies in education, while preserving the core values and efficacy of the teaching profession. This collective endeavor highlights the critical role of community-driven efforts in navigating the complexities of AI integration in education, ensuring that these technologies align the learning experience in alignment with the fundamental principles of effective teaching.

**CONCLUSION** The present study enriches the theoretical framework of Virtual Communities of Practice (VCoPs), particularly within the EFL field as it increasingly intersects with AI technologies. The concept of Joint Enterprise, traditionally understood in the shared domain of interest among community members (Wenger et al., 2002), has been expanded in the context of this study to more encompass not only the collective goal of integrating AI tools into teaching practices but also a shared commitment to ethical considerations and mutual investment in the use of these tools.

The study's findings highlight that joint enterprise, a key element of Virtual Communities of Practice (VCoPs), is not confined by geographical boundaries. These roles include those who share information, seek knowledge, advice, and learning. This variety of roles reflects the richness of the community's interactions, particularly in discussions around AI tools.

## 3) Blended learning intervention on the students' reading comprehension achievement with different personality traits

Table 3. Blended Learning Intervention on Reading Comprehension Achievement

...implementing an intervention that involves the integration of the...  
...a blended learning intervention model and the intervention is...  
...blended learning, which combines traditional and digital...  
...face interaction, has been shown to be more effective...  
...the use of the technological process.

...to enhance their reading skills and improve their...  
...of comprehension. Learning is considered a...  
...pedagogical approach that integrates...  
...blended learning model is more effective than...  
...learning model (Wang, 2018).

...the use of technology in blended learning using a...  
...multimedia system using various media and...  
...multimedia content to improve their...  
...learning process. The use of technology in...  
...learning process is more effective than...  
...learning model (Wang, 2018).

...the use of technology in blended learning using a...  
...multimedia system using various media and...  
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...multimedia content to improve their...  
...learning process. The use of technology in...  
...learning process is more effective than...  
...learning model (Wang, 2018).

...the use of technology in blended learning using a...  
...multimedia system using various media and...  
...multimedia content to improve their...  
...learning process. The use of technology in...  
...learning process is more effective than...  
...learning model (Wang, 2018).

Table 4. Blended Learning Intervention on Reading Comprehension Achievement

This study is consistent with (Chen, 2018) & (Hwang, 2012). The findings of the study...  
...learning intervention of blended learning...  
...face interaction, has been shown to be more effective...  
...the use of the technological process.

...to enhance their reading skills and improve their...  
...of comprehension. Learning is considered a...  
...pedagogical approach that integrates...  
...blended learning model is more effective than...  
...learning model (Wang, 2018).

...the use of technology in blended learning using a...  
...multimedia system using various media and...  
...multimedia content to improve their...  
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...the use of technology in blended learning using a...  
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...multimedia content to improve their...  
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...the use of technology in blended learning using a...  
...multimedia system using various media and...  
...multimedia content to improve their...  
...learning process. The use of technology in...  
...learning process is more effective than...  
...learning model (Wang, 2018).

Table 1 (Contd.) The Support Structure, Writing Performance, and Critical Thinking

A previous study on online learning in secondary and higher education has identified four critical success factors: (1) the significance of teacher education, (2) the educational tool/ technical equipment, (3) the program's effectiveness in terms of student satisfaction, (4) the significance of recognizing blended learning as being more than simply incorporating technology into instruction (Khan et al., 2019).

Several studies have been conducted to understand better how personality type affects learning. Personality type can impact a student's learning process. Introverts are more likely than extroverts to apply what they have learned in one class to another and achieve higher grades, which allows students to work at their own pace. Introverted individuals, independent motivated individuals, introverts, many isolated environments, the capacity for focused solitary work, and the ability to produce ideas independently (Chatterjee et al., 2017). In a series of threaded discussions, Lee & Kim (2016) mentioned the similarities between different personality types (extroverts, introverts, and mixed). According to the findings, extroverted and mixed group participants posted significantly more messages than introverted groups. The findings show that extroverted and introverted and extroverted groups interacted more socially, interactively, and negatively than groups with only introverted members. In addition, the mixed groups had a higher level of meaningful communication than the other groups.

Furthermore, another finding revealed that the average learning outcomes of introverted students who use blended learning differ from those of extroverted students who use traditional learning models. Many factors contribute to success or failure. Students may favor one educational setting if their personality dictates that preference. However, incorporating face-to-face and online instruction is preferred by some students. In contrast, several students may prefer a hybrid approach, while others may prefer a more flexible approach incorporating face-to-face and online instruction. Furthermore, with Karamanoglu & Haktanir (2019), they said that students' personality influences their learning preferences. Extroverted students typically favor blended learning, while introverted students do not. Teachers should be cautious not to force introverted students with diverse learning preferences to participate in blended learning. Indeed, Smith et al. (2017) identifies that two principal factors determine the effectiveness of blended learning: student characteristics and learning design through educational technologies.

According to the findings of Moran (2022), introverts preferred online courses, while extroverts and postverts preferred classroom instruction. Extroverts are more likely to dress out on social interactions when taking classes online. Introverts used anxiety as a reason for their more stress during class. According to research, online learning outcomes according to positive ones in traditional classroom settings (Gonzalez-Rodriguez et al., 2022). Although students with an introverted style had a higher sense of community in a blended course, those with an extroverted style felt less

blended learning experiences in the students' reading comprehension

connected. Significant factors affecting the efficacy of e-learning have been identified as learner characteristics (Civale et al., 2012). Personality has a significant impact on the success of online learning in terms of overall academic outcomes, retention rates, and learner satisfaction with online and blended approach-based instruction (Chattopadhyay & Ghoshal, 2012). A subsequent study (Khan et al., 2019) discovered a significant correlation between learner personality and online learning perceptions based on engagement, course value, overall evaluation, social interaction, and performance in online courses. Thus, the personality factor is considered critical for online learning.

Despite the researcher's best efforts to avoid bias in this study, this research has a number of flaws. This study focuses on improving students' reading comprehension on the dimensions of introvert and extrovert personality; extrovert students are excluded. In addition, the researcher did not include control variables in the environment of variables, thereby allowing to leave open the possibility that extroverted factors caused the conclusions made to be flawed. It is perhaps that future researcher who conduct similar studies will include aspects not covered in this study.

**CONCLUSION**

To sum up, according to studies, the blended learning model can provide enhanced learning results for introverted students even though this learning approach is generally less effective. The blended learning paradigm also has various benefits, including flexibility, the capacity to meet the demands of students, enhanced reading comprehension, increased student technology abilities, efficiency, and adaptability. The pedagogical value of blended learning is based on the idea that these findings can be used to inform the design of learning models that consider personal factors influencing learning improvement. In addition, blended learning utilizes an asynchronous system application and accommodates the learning needs of students regardless of internet network or economic constraints. Moreover, the blended learning model aims to equip students to learn through virtual devices in order to prepare them to meet the needs of the 21st century. Thus, this learning model inspires teachers and learning developers to design and develop innovative teaching methods and encourage changes in the production of teaching materials that significantly impact pedagogical quality.

**ACKNOWLEDGEMENTS**

We would like to thank the course lecturers for facilitating this project as part of the ICT education, TEFL course, which aims to promote students' expertise in research development and reflection on current issues. We are grateful to the

4) Measuring Critical Thinking Skills through Writing Performance Assessment: The Profile of EFL Students' Critical Thinking Skills

Table 1 (Contd.) The Support Structure, Writing Performance, and Critical Thinking

14	PAWS	3	4	2	
15	SAS	4	4	2	
16	BT	3	3	3	
17	MSLS	3	3	3	
18	SAL	3	3	2	
19	TZRH	3	3	2	
20	LAW	3	3	2	
21	HLF	4	3	3	
22	TABA	3	3	2	
23	SH	3	3	1,5	
24	AW	3	3	1	
25	HEP	3,5	3	1	
26	HPL	2	3	1	
27	BE	2,5	3	1	
28	MAM	3	3	2	
29	KAL	3	3	2	
30	KE	4	3	2	
31	SMB	3	3	2	
32	MRI	3	3	2	
33	BC	3	3	1	
34	FRGNS	4	3	2	
35	ASBP	3	3	1	
36	AMH	3	3	1	
37	AE	3	3	2	
38	ASMI	3	3	2	
39	DW	3	3	2	
40	AP	3	3	2	
<b>Mean Score</b>		<b>3.03</b>	<b>3.18</b>	<b>2.85</b>	<b>2.33</b>

Table 1 indicates that the mean score for students is 3.03 which is classified as high, while the mean score for solutions is 3.18, that is classified as high, too. Thus, the mean score for argument is 2.85 which is categorized as medium whereas the mean score for evidence is 2.33 which is categorized as low.

The critical thinking skills of the subjects of the study were measured through a writing test with five questions derived from (Chatterjee, 2015) to test the depth of analysis of the problem, the validity of the solution proposed, the depth of the arguments, and the credibility of the evidence presented. The performance test on critical thinking skills that has been carried out shows that the subjects of the study performed medium level of critical thinking skills as shown by the mean score of the test that is 3.03. The use of performance test in this study is in line with the theory that using performance task to measure students' critical thinking skills is appropriate as it can produce a reliable depiction of students' skills (Brown et al., 2020; Cruz & Rasmussen, 2019). This is to say that the subjects' scores in every writing in this research

blended learning model through writing performance

improved their skills in thinking critically pertaining to their skills in analyzing the cause and effect of a problem, proposing a solution, providing logic arguments, and supporting their arguments with sufficient evidence.

Specifically, the subjects showed high level of critical thinking in analyzing the issue indicated by the mean 3.03 and providing viable solution indicated by the score 3.18. The writing test was the idea to realize the society through business and relevant environmental issues. Some of the subjects wrote that giving punishment for people who drive in the wrong might not be effective. Their solution was to limit their consumption and then they provided viable solutions such as increasing the socialization and conducting seminars with rewards for those who maintain and wear. The solutions that the subjects consider the cause of the duty drivers and they consider the consequences they. As stated by (Lee & Yeh, 2012) and (Ghoshal, 2012), one indicator of being able to think critically is the ability to analyze a problem and the causal relationship of each factor. The possible reason for this is the use of real-life issues as the topics that they wrote studies that to explain what causes the problem and the solutions that the problem brings to society. As revealed to studies, familiarity on the topic of writing may enhance students' writing performance (Din, 2018).

However, in the assignment of providing argument, the subjects showed medium level of ability, while in the assignment of providing evidence the subjects had low level of skill. Their writings showed that the arguments were not supported with sufficient evidence. For example, in an essay that the subject argued on the use of punishment as an effective way to reduce people driving the wrong, the writer did not provide information about the real situations and experts' judgement about the punishment. The writer did not support his argument by providing the description of the punishment and the real condition in the society. Another example is from an essay that supports the idea of increasing the socialization through setting up seminars in public places. The writer of the essay did not provide sufficient evidence showing how socialization can improve society awareness, the writer made his personal judgment in convincing the readers. This may be due to the lack of skills in using evidence as the support of writer's argument or the time limit the students had in writing the essay.

As asserted by (Liu, 2018), explaining writer's reason by providing evidence to support it is a way of reasoning in writing arguments which requires one's skills in thinking critically.

Therefore, the subjects of this study were students of English as a foreign language, therefore, their lack of English proficiency may be the possible reason for their lack of skills in providing arguments and evidence in their essays. As suggested by previous research, students' language proficiency plays essential role in showing their critical thinking skills like verbal reasoning (Liu et al., 2020) and providing sufficient evidence from sources that support their critical-thinking performance (Ghazali & Shepard, 2018). Critical thinking demands working memory which requires adequate language proficiency that enables good use of cognitive skills in critical thinking skills (Munshi & Sharmistha, 2016). Therefore, teachers need to facilitate their students in developing their critical thinking skills for instance through training via systematic analytic and open-ended (Sander & Sander, 2002) and through instructions that make them compare, question essential concepts, and evaluate sources (Chen et al., 2016). These, at the same time, are likely sufficient attention while they facilitate their students in developing their English language skills.

**CONCLUSION**

The findings reveal that the subjects' critical thinking skill is categorized as medium. Particularly, they have a high level of critical thinking in the aspects of analyzing the issue and providing viable solutions, in addition, they show an ability to distinguish the cause of a problem and the consequences as well as considering the causes and consequences when they propose a solution. However, their skill in providing argument is medium whereas the skill in providing the evidence is low. These findings suggest that the subjects need to be trained in developing their skills in providing arguments and sufficient evidence through questioning, discussion, and reading relevant sources. It also implies that the study program needs to develop a teaching model that facilitates the students to develop their critical thinking skills through inquiry learning, problem-based learning, and problem-based learning. Nevertheless, this study involved a limited number of subjects, that is 40 students from two classes of Academic Writing Course. Therefore, further research involving larger samples is recommended in order to gain more comprehensive findings on EFL students' critical thinking skills level.

**ACKNOWLEDGEMENTS**

The researchers would like to thank the parties that support and facilitate this study including the Rector of University of Lambung Mangkurat (ULM) and the Head of LPPM ULM for the Budget. Special thanks are also addressed to the subjects of the study for the willingness to participate in the research.

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### 5) The Efficacy of Blended Learning in Enhancing Oral Proficiency in Aviation School: An In-depth Investigation

Table 5: Effect Size for the Overall, Post-Test and Pre-Test

These results show that there is a difference in pre-test and post-test scores, as indicated by the lower and standard deviation. Table 10 provides a detailed description of these findings, showing significant differences in the pre-test and post-test scores for all components (fluency, accuracy, vocabulary, fluency, comprehensibility and pronunciation) except for the pronunciation component, which has a value of 0.005, slightly higher than the alpha level. These results suggest that there is indeed a notable change between the pre-test and post-test scores following treatment with blended learning strategies.

**Comparison of speaking skills learning strategies between traditional (face-to-face) and blended learning**

The experimental group demonstrated notable improvements in average scores across various components, resulting in an overall increase from 66.29 to 78.60 in total speaking skills scores from pre-test to post-test. Specifically, improvements were observed in pronunciation (6.94), accuracy (1.13), vocabulary (0.55), fluency (2.84), and comprehensibility (2.99), indicating a significant improvement of 11.65%. Conversely, the control group exhibited marginal improvements, with slight increases in pronunciation (0.89), accuracy (0.89), vocabulary (0.16), fluency (0.18), and comprehensibility (0.17), and a decrease (0.16). The mean score for the pre-test for the control group was 66.29, which slightly increased to 67.15 in the post-test, indicating a marginal improvement of only 0.73%. The results of the paired t-test indicate a statistically significant difference between the pre-test and post-test scores. The obtained significance value of 0.000 is less than half of the alpha level of 0.05, suggesting a highly significant difference that implies that the intervention, Blended Learning Model, learning methodology, has had a substantial impact on the participants' speaking abilities. The mean and standard deviation obtained from the pre-test and post-test scores suggest that the learning activities conducted in blended environments across such sub-components of the speaking skill.

The findings of the study indicated a statistically significant difference in the average scores of speaking performance between the pre-implementation and post-implementation phases of the blended learning (BL) approach. The post-implementation speaking ability score was found to be higher than the pre-implementation score, indicating that the implementation of the BL strategy had a beneficial influence on the speaking skills performance of

The efficacy of blended learning in enhancing oral proficiency in aviation school

students in the implementation stage. This finding demonstrates the effectiveness of blended learning, namely the utilization of online learning resources in E-Module Aviation Speaking Preparation Test in enhancing students' speaking abilities. This phenomenon may occur due to the highlighted blended learning model which they are exposed to the more educational content through several modalities, such as technology and simulation.

The effectiveness of blended learning with previous studies conducted (Ghazali & Shepard, 2018; Ghazali, 2022; Ahmad Hassan Ghazali, 2022a). These studies have demonstrated the efficacy of blended learning in enhancing English speaking abilities, as well as indicating a notable improvement in overall student skills. These studies collectively demonstrate the advantages of blended learning and its efficacy in increasing students' speaking skills.

In the blended learning program, students play a significant role in enhancing students' speaking skills. Blended learning provided through the E-Module Aviation Speaking Preparation Test as an online platform helps increase students' motivation and actively participates the improvement. The digital platform encourages students to access and control their independently. Blended learning helps students and provides virtual interaction while post-implementation stage encourages of participants among students. The integration of the E-Module and online activities benefit students to read comprehension and increase reading fluency. Asynchronous learning in the speaking class of students' ability on their own, making speaking practice more convenient. The collaborative learning approach helps students understand and contribute to a common goal, educational content, reflection, pedagogical approach are essential for teaching learners, creating focus on the subject matter, learning strategies, and developing critical thinking. Such approach offers better motivation and involvement in the educational program.

Blended learning provides independence, access, and convenience features. It encourages students to engage actively with course material, making a range of knowledge open their learning. Blended learning helps students create their own learning and explore their own learning strategies. This strategy encourages in students' participation and be stimulated to increase motivation, independence, engagement, autonomy, and willingness to receive and explore the course content. This strategy encourages students to encourage collaboration and interaction to develop speaking skills, resulting in significant learning environment.



## 7) Mixed methods approach in researching EFL learners motivation

Table 1. Researcher's Name, Year, Country, Area of Research

Researcher's Name, Year, Country, Area of Research	Mixed methods approach to researching EFL learners' motivation
7. Linnäs & Almqvist, 2019, Indonesia	Classroom motivation The ideal L2 self Cognitive-L2 self Attitudes to classroom learning Self-assessment of proficiency
8. Jafari Parvizi & Akbari, 2020, Iran	The ideal L2 self Cognitive-L2 self Learning conditions Intrinsic motivation Promotion motivation Learning experience
9. Ma, Wanzhen, Lei, 2019, Thailand	Learning motivation Willingness to communicate Integrative motivation Instrumental motivation
10. Lee & Lee, 2019, South Korea	The ideal L2 self Cognitive-L2 self Willingness to communicate inside the class Willingness to communicate outside the class
11. Dülker, 2020, Turkey	Intrinsic motivation Extrinsic motivation Personal reasons
12. Yu, 2020, China	Genre of language Intrinsic motivation Extrinsic motivation
13. Tsamagadziri, 2020, Kazakhstan	Anxiety Students' attitudes Reading motivation
14. Tsai, 2020, Taiwan	Vocabulary learning performance Instructional materials motivation Learners' motivation
15. Ohtama, 2020, Algeria	Learners' perception L2 listening motivation
16. Yang-Liu, 2020, Vietnam	Classroom motivation The ideal L2 self Cognitive-L2 self Attitudes to learning English
17. Zari, Abou, Sedoui, 2020, Iran	Learners' anxiety Motivation Demotivation

The present systematic review attempted to provide the current state of the art on the use of mixed methods to investigate EFL learners' motivation. In regards of here selected studies applied mixed-methods approach, several aspects will be addressed in the upcoming paragraphs. If only, it can be seen that most studies are conducted toward university students. Unfortunately, there is a lack of studies toward younger EFL learners such as ones in early childhood and teens. In this sense, future researches refer to language learners below 12 years old. Several factors might be the reasons. Shaban, et al. (2021) argue that there are some ethical challenges, dilemmas and issues when

conducting research toward children and young people. In addition, as adults, researchers may find it difficult to understand children's position (Eguchi, 2002). These aspects may be the reason of lack of studies toward children's motivation on EFL learning. However, researchers can overcome the obstacles by carefully reviewing the ethical considerations of involving children in their studies (Gadgil et al., 2015). In addition, researchers can develop good rapport with children and use appropriate research methods that can help children to be more at ease in communicating (Eguchi, 2002). By maintaining these steps, there might be more studies toward EFL younger learners' motivation.

Table 2. Researcher's Name, Year, Country, Area of Research

importantly ones that apply mixed-methods as their approach. Therefore, the selected studies mostly used an explanatory sequential design compared to other types of mixed-method design. In this regard, Denzin (2022) argues that using an explanatory sequential design allows the researcher an language learning field to integrate the complementary mixed qualitative language learning experience in light of this, the selected studies might use a mixed-method approach because they consider learners' motivation as an ongoing construct.

Related to the research instruments, quantitative seems to be the more preferable method. However, using quantitative in research tends to be done with caution. It becomes an option by Edman (2000). Quantitative has been observed as an often single method has never experienced it. Despite being favored due to simplicity, it can lead to great problems such as statistical and methodological inappropriateness, susceptibility of answers, and overgeneralization (Edman, 2000; Leggett, 2010). Nevertheless, it is not without merits. Quantitative can result in lower probability and greater statistical power (Gonyea et al., 2013), something which may be difficult to be achieved by other instruments. In order to overcome its weaknesses, it is suggested for researchers to conduct a pilot study before distributing the questionnaire and perform a thorough analysis of results to assess the validity of research (Gonyea et al., 2013). Nevertheless, the researchers should consider using other research instruments such as observation or journals. Therefore, the researchers may still use these diverse results as EFL learners' motivation.

In regard of the research location, selected studies were performed in various countries. Despite investigating EFL learners' motivation using mixed-method approach, each selected study is totally different. Hiday (2010) argues that investigating motivation of different types of learners, settings and variables is important because it will provide more insights on EFL learners' motivation. The results of present study indicate the diversity in research on EFL learners' motivation, showing the interests of researchers toward motivation and the ability of motivation to be found with various variables and conducted in many research locations. Besides that, the results of present study suggest that an explanatory sequential design seems to be the most favorable research design, compared to an exploratory sequential approach. In this sense, explanatory sequential approach seems to be an approach in which the researcher follows up the quantitative results with qualitative data while an exploratory sequential approach is one where qualitative findings become the basis of development of quantitative instruments (Edman, 2000; Kuzuryu, 2013). Despite the differences in the emphasis of how quantitative and qualitative are administered to the participants, they are considered needed to be implemented because they facilitate the integration process (Lidzinska, 2017). Nevertheless, the researchers still have to consider several methodological issues such as when the quantitative or qualitative approach which has more emphasis in the study, decide the substance of data collection and how to integrate both approaches.

Table 3. Researcher's Name, Year, Country, Area of Research

By summarizing these aspects, the researchers may gain more insightful results. In regards of measurement variables, selected studies have included diverse variables from intrinsic motivation to the ideal L2 self. Each variable was assessed by different theories toward EFL learners' motivation. They indicate that researchers of EFL learners' motivation have employed different theories in order to understand the phenomenon. Nevertheless, there is still lack of research toward motivation and writing skills, as one of important English skills. It seems important to perform more about writing skills and motivation. Furthermore, it seems interesting to investigate the effects of motivation integration in EFL classroom toward students' writing skills. It is because the use of technology has been indicated to result in the motivational increase of learners (Shaykhsaif, 2021). It can be said that in spite of the diversity of theories and variables researched in selected studies, there is still a need for more studies, especially one related to the impacts of technology integration toward EFL learners' writing skills.

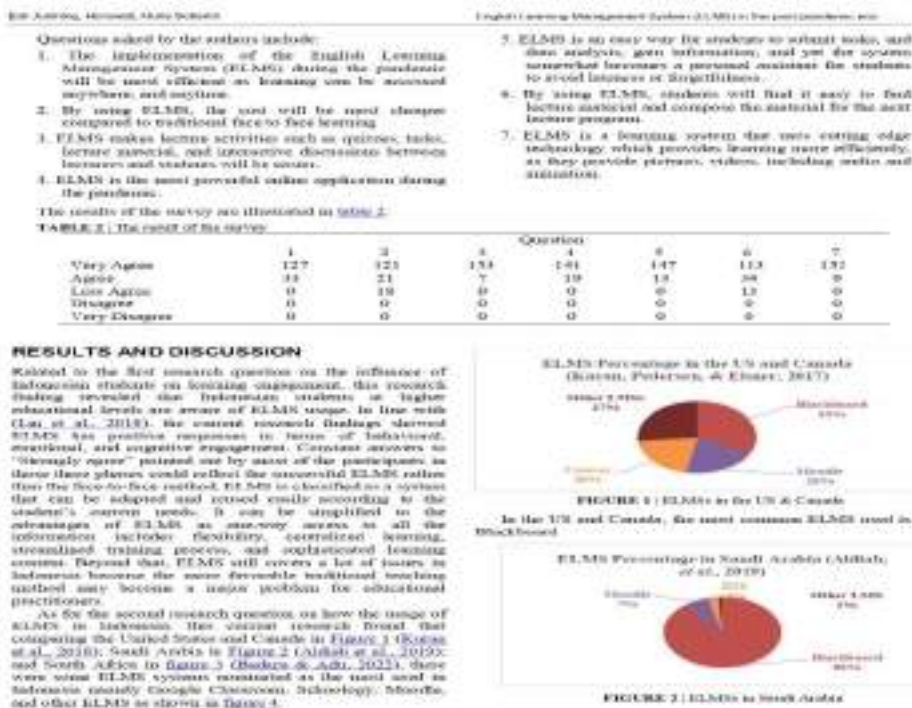
**Contribution to Mixed-Methods Research**  
The present study provides deeper information toward the use of mixed-method research to investigate EFL learners' motivation. The present study found that a mixed-method approach is mostly used to investigate EFL learners' motivation. There should be more research which apply a mixed-method to examine EFL learners' motivation because it may help researchers to gain insights on a complex phenomenon such as motivation. In order to attend more researchers to use a mixed-method approach, using accounts toward the benefits seems crucial. The present study can be one of efforts to raise their awareness toward the uses of mixed-method approaches to examine EFL learners' motivation.

### CONCLUSION

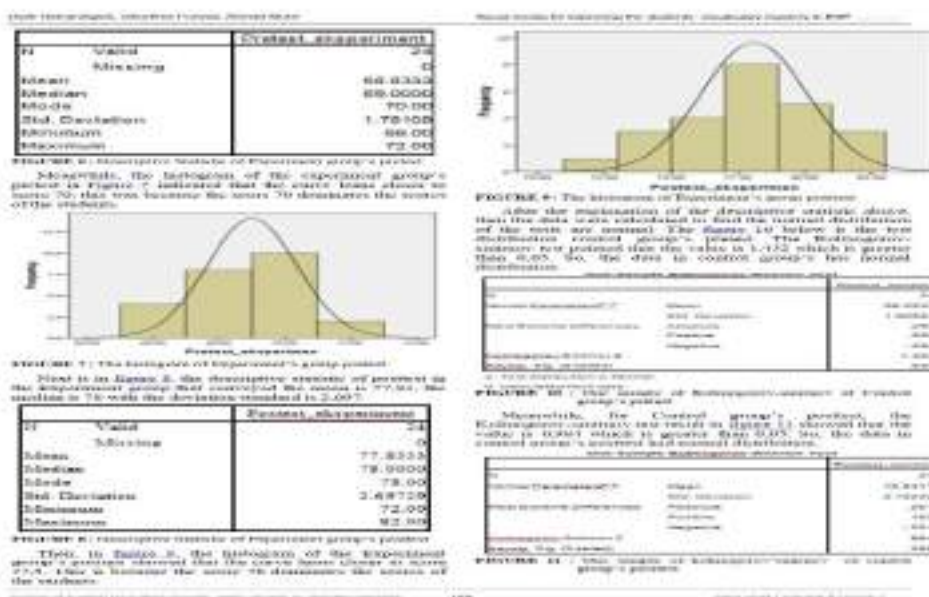
The results of present study suggest that when using mixed-methods approach to investigate EFL learners' motivation, researchers mostly prefer questionnaire with interviews. In addition, the results indicate that researchers mostly use an explanatory sequential design when using mixed-methods approach. In this sense, mixed-methods approach is used to investigate the complicated nature of motivation. In addition, the findings suggest that the selected studies investigated various variables of intrinsic motivation. Besides that, the selected studies applied different theories to analyze their position.

Besides being researched in diverse research locations and using different theoretical backgrounds, selected studies were mostly toward university students, among a lack of studies toward EFL younger learners. In addition, the results show that there is a lack of studies toward motivation and writing skills. Future studies need to be conducted on various EFL learners and include the studies of all

8) English Learning Management System (ELMS) in the post-pandemic era: Comparative study



9) Social media for improving the students' vocabulary mastery in ESP Maritime English



Hyatt, Hattarongkiet, *Intercultural Posttest, Annotated Mean*

As a result, Kolmogorov-Smirnov test in Control group's pretest and posttest indicated the result 1.832 and 0.664 which were greater than 0.05. So, the data in control group's test showed a normal distribution.

Next is the Kolmogorov-Smirnov test in Experiment group's pretest and posttest. The figure 12 below is the test distribution of Experiment group's pretest. The Kolmogorov-Smirnov test pretest that the value is 1.206 which is greater than 0.05. So, the data in Experiment group's pretest had a normal distribution.

Statistic	df	Asymp. Sig. (2-sided)
Normal Q-Q Plot	34	.0000
Portmanteau Test	34	.0000
Skewness	34	.0000
Kurtosis	34	.0000
Shapiro-Wilk Test	34	.0000
Monte Carlo Test	34	.0000

FIGURE 12 | One sample of Kolmogorov-Smirnov of experiment group's pretest

While in the Kolmogorov-Smirnov test for Experiment group's posttest in figure 13 pointed that the result is 0.937. So, since the pretest and posttest results were greater than 0.05, the data had a normal distribution.

Statistic	df	Asymp. Sig. (2-sided)
Normal Q-Q Plot	34	.0000
Portmanteau Test	34	.0000
Skewness	34	.0000
Kurtosis	34	.0000
Shapiro-Wilk Test	34	.0000
Monte Carlo Test	34	.0000

FIGURE 13 | One sample of Kolmogorov-Smirnov of experiment group's posttest

Furthermore, figure 14, the test of homogeneity of variances was applied to reveal whether the pretest and posttest data are homogeneous. As described in figure 14, the method of Levene test for pretest is 0.097 (sig=0.03) and the posttest significance is 0.773 (sig=0.03). Thus, it can be concluded that the data is homogeneous.

	Levene Statistic	df1	df2	Sig.
Pretest	1.097	1	40	.030
Posttest	0.773	1	40	.773

FIGURE 14 | Test of homogeneity of variances in experiment and control group's pretest and posttest

After analyzing the data from pretest and posttest, the t-test is used to know the difference in the students' vocabulary mastery improvement. The figure 15 showed the test of pretest and posttest in Control group.

Statistical results for comparing the students' vocabulary mastery in EFLP

Statistic	df	Asymp. Sig. (2-sided)	
		Exact Sig.	Approx. Sig.
Exact Sig. (2-sided)	34	.0000	.0000
Exact Sig. (1-sided)	34	.0000	.0000
Portmanteau Test	34	.0000	.0000
Skewness	34	.0000	.0000
Kurtosis	34	.0000	.0000
Shapiro-Wilk Test	34	.0000	.0000
Monte Carlo Test	34	.0000	.0000

FIGURE 15 | The test of pretest and posttest in Control group

Then, in figure 16, the t-test of pretest and posttest in Experiment group were described.

Statistic	df	Asymp. Sig. (2-sided)	
		Exact Sig.	Approx. Sig.
Exact Sig. (2-sided)	34	.0000	.0000
Exact Sig. (1-sided)	34	.0000	.0000
Portmanteau Test	34	.0000	.0000
Skewness	34	.0000	.0000
Kurtosis	34	.0000	.0000
Shapiro-Wilk Test	34	.0000	.0000
Monte Carlo Test	34	.0000	.0000

FIGURE 16 | The test of pretest and posttest in control group

Considering the significant value (sig < 0.05) showed that the two groups performed significantly different on the post-vocabulary test which indicated by the effectiveness of the social media for improving the vocabulary mastery. Furthermore, paired-samples t-test was run to determine whether the vocabulary mastery of the participants has changed before and after the treatment.

Furthermore, the t-test comparing the pretest and posttest in control group revealed the significant value (sig < 0.05) which showed that the students gave improvement in pretest. But, comparing the significant improvement between the two groups, the experiment group which used the social media reached more significant improvement in post-test English vocabulary mastery than the control group.

These tests revealed that the social media had a significant impact in enhancing the vocabulary of the students who learned English language. This result similar with the research conducted by Ihsan et al. (2021) which reported that social media was useful in learning English because it gave students who were learning the language the chance to get better at reading, writing, and other skills as well as expand their vocabulary by reading new words and phrases since this was the crucial media as a communication tools in the new globalization period.

**CONCLUSION**

The results of the study indicated that students' vocabulary acquisition improved when social media was used as EFLP learning English. The EFLP (Maritime English in this research) was about the history of Life at Sea (MOLAS) which discussed about the importance of knowing the terminologies in the safety equipment for different distress situations on board with correct pronunciation when they needed pronunciation. Thus, the social media sites like

10) The Analysis of Pronouncing Post-Alveolar Fricative Faced by the English Education Students of Tanjung pura University

Andika Susanto Pratiwi, Cindy Rizka, Alimuddin Alimuddin

Moreover, in the vowel pronunciation, the outcomes of the first dataset displayed scores of 70 in the Excellent category, 14 in the Good category, 10 in the Fair category, 12 in the Poor category, 108 in the Very Poor category, and 80 in the Within Limitation category. Regarding the second dataset, there are 22 results categorized as Excellent, 22 as Good, 8 as Fair, 4 as Poor, 18 as Very Poor, and 123 as Within Limitation.

Then, the results of the second dataset revealed that the first dataset obtained a high percentage of Excellent category ratings at 25.7%, followed by Good at 4.7%, Fair at 3.3%, Poor at 4.4%, Very Poor at 5.6%, and Within Limitation at

Category	Percentage
Excellent	25.7%
Good	4.7%
Fair	3.3%
Poor	4.4%
Very Poor	5.6%
Within Limitation	48.6%
Total	100%

**Discussion**  
This study aims to find the percentage of post-alveolar fricative pronunciation of native-speaker English education students' at Tanjungpura University in the academic year 2023/2024. Based on the research findings, it was found that the majority of students still found it difficult to pronounce the post-alveolar fricative. This was indicated by the deviation of the dominant frequency of students' pronunciation compared to English native speakers. As mentioned in the background related to students' ability to distinguish between two sounds, the findings show that some students' pronunciation deviate from post-alveolar fricative sounds to other sounds. The research findings align with what has been mentioned in the background, which states that students have difficulty pronouncing sounds because they are not familiar with them. This affected students' accuracy of pronouncing sounds properly, resulting post-alveolar fricative pronunciation. In the first dataset (F1) of consonant sound, the majority of the students' consonant pronunciation was classified as 'Very Poor' and 'Within Limitation', indicating a significant deviation from the standard pronunciation of a native speaker. The results indicate that the students' pronunciation in the second dataset (F2) was primarily characterized by the 'Within Limitation' category, which suggests that the participants' second dataset surpassed the range of domains obtained from the standard of deviation. The results revealed that the majority of the students' deviated from pronunciation in 'Very Poor' as well as demonstrated by their classification in the 'Very Poor' category for the first dataset (F1). This suggests that there

Pronouncing Post-Alveolar Fricative: An Acoustic Study on Post-Alveolar

29.7%. In the second dataset, the distribution of results was as follows: 40.7% were classified as Excellent, 7.3% as Good, 2.7% as Fair, 26% as Poor, 6% as Very Poor, and 12.6% as Within Limitation. The findings indicate that 37% of the total number of participants falls under the Excellent category, while 6% are classified under the Good category. The Fair and Poor categories both account for 3% of the sample, respectively. Moreover, 21% of the sample falls under the Very Poor category, while 34% are classified under the Within Limitation category (as mentioned in Table 5).

Category	Percentage
Excellent	40.7%
Good	7.3%
Fair	2.7%
Poor	26%
Very Poor	6%
Within Limitation	34%
Total	100%

Statistical values were significantly lower than those of a native speaker. In contrast to the first dataset (F1), which indicates more significant differences across categories, the second dataset (F2) displayed a notable disparity, specifically, the 'Within Limitation' category demonstrated the highest F2 scores, while a considerable number of participants also demonstrated 80 values getting under the 'Excellent' category, indicating a pronunciation level that closely approximated that of a native speaker. Following collecting the percentages of each pronunciation category of the participants, assessed with the representation of the groups that are categorized 'Acceptable'. The findings categorized the accepted categories into categories ranging from Excellent to Fair. The previous claim is supported in the range of the 2-point range, specifically ranging from -2 to 3. This range serves as an indicator that the students showed a positive attitude to be considered acceptable and fall within the standard range. Categorizing individuals as 'Not Acceptable' due to their pronunciation's dominant falling outside of the standard statistical range that separates a pure pronunciation, particularly for those who are classified as Poor and Within Limitation.

Category	Percentage
Acceptable	40.7%
Not Acceptable	59.3%

# 11) Autonomous learning of English pronunciation through vlogs: evidence from two Indonesian EFL students

Figure 10: Excerpt from the video of Vlogs, Young Learners, Senior High School, Kendal, Jawa Tengah

For the previous week, after I have to the English Vlogs, I usually have conversations with my friends, and that also really helps me to practice my pronunciation, and my fluency in speaking is not only good, but it's also really good, but every day I can't find to talk or English, so that I can just read it in my IP.

The purpose of this study is to investigate how students learn English pronunciation through vlogs. The findings reveal that the participants employed a specific learning tactic: monitoring their pronunciation through repetition. This approach was utilized to memorize new vocabulary and the correct pronunciation of words presented in native English vlogs. Furthermore, participants primarily utilized repetition as a memory strategy, which aligns with Collins's (1995) definition of memory strategies as direct methods aimed at storing and retrieving new linguistic information. According to Baker (2011), repetition is a tactic that enhances the memorization of pronunciation and is integral to the memory strategies described by Collins (1995). Thus, the participants effectively used repetition to memorize and enhance the pronunciation skills acquired from the Vlogs.

The findings also showed that students comprehended and utilized the English language from vlogs through various strategies, including concentrating on pronunciation while listening, listening to the pronunciation, imitating pronunciation through repetition, and recording their own voice to assess pronunciation. These strategies align with the cognitive strategies described by Collins (1995), which facilitate language learners' comprehension and application of the target language. Collins (2017) further emphasized that repetition (both silent and vocal) imitation of native speakers or secondary pronunciation, focusing on pronunciation during listening and speaking, and recording one's voice to assess pronunciation are key elements of the cognitive strategy. Moreover, Collins (1995) also noted. Additionally, the findings revealed that participants also employed metacognitive skills to aid their English pronunciation learning through vlogs. This use of metacognitive skills was the most prominent strategy. According to Collins (1990), comprehension strategies assist learners in comprehending materials in their foreign language by facilitating comprehension and production. Collins (2017) highlighted that comprehension strategies include methods for addressing gaps in language comprehension, such as using electronic devices and other reference materials. The metacognitive skills are integral to the comprehension strategy, as outlined by Collins (1995).

Furthermore, the findings showed that the participants engaged in English communication with others as a means of practicing pronunciation learned from vlogs. The approach, which involved using English in social interactions, aligns with the social strategy framework. According to Collins (1995), social strategies encompass methods through which students acquire a language by interacting with native speakers or using the target language in social contexts. Collins (2017) further identified specific social strategies, such as requesting feedback on

Autonomous learning of English pronunciation through vlogs: evidence from two Indonesian EFL students

pronunciation, practicing English with peers, and seeking pronunciation feedback. These practices reflect the participants' use of social strategies to reinforce and apply the pronunciation skills acquired from Vlogs in real-world life.

Based on the findings of this research, four key themes emerged concerning how students learn English pronunciation through vlogs. These themes are derived from the students' actions and strategies as they utilize vlogs as a learning resource, influenced by their experiences. The strategies identified include memory, cognitive, metacognitive, and social strategies. The application of these strategies not only supports students in their pronunciation learning but also has the potential to enhance their pronunciation skills.

Additionally, the application of PBL in pronunciation learning can support students throughout the learning process and enhance their pronunciation. Collins (2017) found that effective English pronunciation learners often engaged in practices such as listening to recordings, TV, movies, or news, speaking aloud to clearly hearing native speakers, focusing on pronunciation during listening, seeking opportunities for English instruction, attending different English lessons, usually rehearsing pronunciation, and soliciting feedback on their pronunciation. Moreover, Hidayatullah & Izzah (2019) investigated the impact of personalization learning tactics on the accuracy of English EFL English as a Foreign Language (EFL) students. Their study revealed that English students' use of PBL, including personalization for achieving accurate pronunciation, about repetition of difficult words, and recording and reviewing their own pronunciation, significantly improved their pronunciation accuracy. This aligns with the concept of social strategy, which emphasizes the acquisition of natural language and self-monitoring in language learning.

In addition, Purnamasari (2018) conducted research on EFL learners regarding their pronunciation strategies and discovered that students and the use of resources, such as dictionaries and movies, were among the most frequently employed methods. These strategies were found to be effective in helping students overcome pronunciation difficulties. Hidayatullah & Izzah (2019) utilized Social Learning (SL) in a classroom study and reported that their students confirmed the effectiveness of this approach, demonstrating that repeated practice and constant exposure improve pronunciation. Therefore, the implementation of such strategies in students' learning processes has the potential to enhance their pronunciation skills.

## CONCLUSION

This research addresses the question of how students learn English pronunciation through vlogs. The study findings illustrate that participants employed various methods to acquire pronunciation skills via vlogs. Specifically, students utilized repetition as a technique to memorize the pronunciation of new words encountered in English Vlogs, enhancing their ability to recall both vocabulary and context.

# 12) Literary genres in English textbooks for Senior High School

Table 3: Literary Genres in English Textbooks for Senior High School

Abstracted content "Abstract Genre" and the traditional format like "Traditional Genre" (The book is organized through some genres in the Grade 10 and Grade 11 textbooks. The Grade 10 textbook includes the genres such as "Genre: The Novel" while the Grade 11 textbook features "The Novel".

All literary genres were in the Grade 11 textbooks were clearly defined under the literary genres including Drama, Story, and Legend, and Genre. In contrast, the grade 10 textbooks does not explicitly mention the term "literary genres" or any similar. The genre-based methodology, such as "Abstract" and "Traditional". Furthermore, the literary genre was mentioned only once in the grade 10 textbook.

All textbooks and literary texts in the studied textbooks are used to teach in English which is designed for speaking students' interest and motivation in learning EFL. These can enhance students' reading motivation in EFL. Collins (2017) also stated that students use textbooks to learn in the school, self, and language of the interactive Collins (2017). Furthermore, Collins (2017) also stated that students' appreciation for literature, encouraging them to explore more about literature (Collins, 2017).

The poetry genre was presented through using lyrics in both the Grade 10 and the Grade 11 textbooks. These lyrics provide evidence literacy and appeal to students' and personal experiences, making them enjoyable and enjoyable. The second of Bahasa Indonesia textbook Collins (2017). Moreover, the language used in the textbooks is designed to be used in the school, self, and language of the interactive Collins (2017). Furthermore, Collins (2017) also stated that students' appreciation for literature, encouraging them to explore more about literature (Collins, 2017).

The findings revealed that a limited number of literary genres were included in the textbooks. The study also found that students' literary texts are more effective in enhancing students' interest and motivation in learning English. Collins (2017) also stated that students use textbooks to learn in the school, self, and language of the interactive Collins (2017). Furthermore, Collins (2017) also stated that students' appreciation for literature, encouraging them to explore more about literature (Collins, 2017).

Table 4: Genre and Country of Origin Among Genre in Textbooks

Literary Genre	Text Title	Country of Origin
Prose	Biography	USA
	Novel	USA
Drama	Play	USA
	Story	USA
Poetry	Lyrics	USA
	Ballad	USA
Fiction	Fairy Tale	Germany
	Legend	USA
Folklore	Legend	USA
	Legend	USA
Fairy Tale	Fairy Tale	Germany
	Fairy Tale	Germany
Poetry	Song Lyrics	USA
	Ballad	USA

Table 4 shows that a total of thirteen literary texts are included across all textbooks, with ten texts representing 76.9% derived from the Indonesian context. This aligns with the findings of Collins (2017) suggesting that textbooks should be designed to include literary texts. However, the goal of enhancing students' interest and motivation in learning English through literary texts is still a challenge to achieve with the English textbooks studied.

Most books and topics related to literature are not included in the textbooks. This can be seen from the limited number of literary texts included in the textbooks. The inclusion of a wide range of literary texts is necessary to support the learning process, as it allows students to explore the world of literature through various genres and styles. Collins (2017) also stated that students use textbooks to learn in the school, self, and language of the interactive Collins (2017). Furthermore, Collins (2017) also stated that students' appreciation for literature, encouraging them to explore more about literature (Collins, 2017).

Furthermore, the limited exposure to diverse cultural backgrounds restricts students' opportunities to gain a deeper understanding of literary texts or to recognize their unique and significant cultural differences and similarities.

emerged as their own. This aligns with the content or content approach model suggested by Dixon and Lalami (2009). Additionally, the lack of exposure to varied cultural contexts diminishes the potential for cultural awareness, as indicated by Collie and Slavin (1987), who argue "literature is perhaps best seen as a complement to other materials used to increase the foreign learner's insight into the country whose language is being learned."

Research has shown that the use of authentic literary texts in EFL classrooms was more appealing and engaging for university-level students in Aceh, Indonesia (Sula, 2016). Authentic literary texts enhance students' learning motivation compared to non-literary authentic texts, as they provide significant opportunities for communicative use and are recommended for inclusion in content books (Al-Jabir & Almetwally, 2021). However, the potential benefit of learning from authentic literary texts may not be fully realized due to the fact that the English textbooks studied contain more than half of literary content derived from the local or Indonesian context.

#### Literary Activities and Tasks

The other sections of the English for Senior High School student textbooks in Indonesia, the chapters addressing literary genres also include a variety of related activities and tasks. These encompass content-based activities such as pronunciation, vocabulary development, and language skills, alongside more specialized tasks focusing on literary works. Each textbook level presents a unique number and arrangement of activities. The Grade 10 and Grade 11 textbooks categorize activities into social functions, text structures, language features, topic-related activities, and skill focus, as outlined in the content mapping of the textbooks. Notably, both textbooks were authored by the same writer. Furthermore, the content mapping in the Grade 11 textbook delineates two main components: linguistic elements, which include vocabulary and grammar, and skill focus, which encompasses reading, listening, writing, and speaking.

The chapters of the textbooks include allocated activities subdivided into specific sub-activities. The Grade 11 textbook comprises ten or eleven activities, sub-activities, and tasks, typically categorized as Before, Warm-up, Vocabulary Builder, Pronunciation Practice, Reading Comprehension, Vocabulary Exercise, Text Structure, Content Review, Speaking, Writing, and Reflection. Each chapter in the Grade 11 textbook is structured into seven parts: Key Point, Understanding, Reading, Listening, Grammar Focus, Writing, Speaking, and Reflection. Additionally, the Grade 12 textbook features activities such as Warm-up, Listening, Vocabulary Builder, Pronunciation, Vocabulary Exercise, Writing, Speaking, and Reflection.

Overall, the activities and tasks in the studied textbooks reflect the advantages of incorporating literary works into language instruction. A diverse array of engaging activities can serve as an effective means of engaging learners who may lack aptitude in literary analysis or have yet to develop an interest in reading literary texts in the target language independently. Furthermore, the activities associated with

language skills, such as Reading (Comprehension), Speaking, Writing, and Listening—underscore the benefits of utilizing literary texts in EFL classrooms to enhance students' language proficiency (Robbins & Ikonstanti, 2013; Khan & Almetwally, 2018; Khairi et al., 2011). The advantages of incorporating literary texts into the curriculum are evident, as they introduce greater variety into the classroom and provide teachers with opportunities to present materials while offering students a taste of an author's distinctive style (Collie & Slavin, 1987).

#### Reading activities

The structured reading activities begin with the final chapter of the Grade 10 textbook, where they are presented in the context of a song discussion. In contrast, the Grade 11 textbook incorporates reading activities in all chapters, including three chapters focused on literary genres. Moreover, the final chapter of the Grade 12 textbook also includes a literary section that features a poem, which is beneficial for increasing students' motivation to learn English (Al-Jabir & Almetwally, 2020; Choi et al., 2023; Khamis et al., 2022; Putri et al., 2022; Velmansyah & Zuhri, 2019). These findings corroborate McKay (2001) assertion that literary works provide an ideal context for improving literary skills, as they expose students to a variety of speech qualities and dialects. However, the benefit is most apparent when students listen to native English speakers. Therefore, combining listening with reading song lyrics seems to be the most activity approach.

Furthermore, having a teacher read aloud during storytelling can be highly beneficial for listening activities. The textbooks indicate that most listening activities involve the teacher reading aloud, with transcripts provided in the teacher's guide. Suprianti and Suprianti (2006) suggest that listening to a teacher read aloud can help students develop an appreciation for the beauty of language, particularly in rhythm and tone, while also aiding their ability to visualize the story's characters, setting, mood, and situation. The analysis revealed that all textbooks studied rely heavily on reading aloud for listening activities.

#### Reading comprehension activities

Reading comprehension exercises are included in each chapter that addresses literary texts. These exercises involve various tasks in the Grade 10 textbook, the reading exercises are relatively simple, requiring students to read short and answer questions to demonstrate comprehension. In contrast, the Grade 11 textbook provides more comprehensive reading tasks, focusing on text structure, comprehension, identification and understanding of appearance, and analysis of characters and setting in a story. Several activities specifically address literary elements such as characters, setting, and plot. As a result, these activities help students broaden their perspectives, encouraging them to think critically about content rather than just memorize. They also expose students to diverse literary genres, promote critical thinking, foster greater respect for literature, and motivate them to read more short stories (Sulphur, 2010).

The reading activity is not included in the chapter on song (Chapter 13) in the Grade 12 textbook. An additional note is made in the text to explain the absence of this activity. However, the engaging and inspiring nature of songs like song lyrics can stimulate students' interest, helping them achieve the goal of reading for pleasure and reading for information (Khan et al., 2013).



FIGURE 3 | A reading activities in Indonesian language.

#### Speaking and Writing activities

All textbooks studied include both speaking and writing activities. The Grade 10 textbook, speaking activities take the form of dialogues and role plays. Group projects for role-plays involve processes such as setting scenes, writing scripts, creating roles, and performing. The Grade 11 textbook introduces story presentation, story analysis, storytelling, inside-outside circle story sharing, and discussion. The Grade 12 textbook includes activities such as enacting and discussing song lyrics with peers. These speaking activities effectively promote students' speaking skills. This finding aligns with Mulya (2011), who noted that role play, improvisation, creative writing, discussion, dramatization, and skits can serve as effective processes when teaching literature. In addition, Khan & Almetwally (2018) concluded that role play, when approached as drama, engages students in the learning process and encourages them to express themselves using the language of the characters they portray.

In the writing activities, the Grade 10 textbook includes tasks such as personal, independent writing, and collaborative writing. In the Grade 11 textbook, the writing activities are more comprehensive, covering drafting, creating a story layout and plan, proofreading, revising, editing, and publishing. The Grade 12 textbook also includes writing activities, however, with only one song lyric, the activities do not represent a complete writing process. The task primarily focuses on writing the lyrics, and reading writing activity. However, the reading comprehension—answering questions and discussing the text—rather than developing writing skills. Therefore, more activities still need to be added to write by utilizing the original work's format, content, and style, and they also cover student thinking through the analysis and interpretation of texts (Khan & Almetwally, 2018).

#### Writing-Applicable activities

Other activities and tasks in the studied textbooks also support students in utilizing their linguistic skills and literary knowledge. These activities include pronunciation practice, vocabulary building, text structure analysis, grammar review, and influence structure. Language-specific activities are included into the main tasks as well. For instance, in the Grade 10 textbook, literary knowledge is included as part of the "Text Structure" in Chapter 11, which covers the role of setting in a story as a means of narrative tool. Students are asked to identify the structure of the story, which includes elements such as characters, setting, conflict, plot (action), climax, and falling action. They are also asked to analyze the cause and effects of each element. Additionally, the textbook's final chapter includes a literary-specific activity titled "Write Your Own Drama".

There is a paraphrasing activity where students are asked to paraphrase the lyrics of a song. In this task, students first interpret the meaning of the verses before rephrasing them in their own words. Additionally, the Making Poetry activity in the textbook, which requires students to write based poem lyrics, also qualifies as a literary exercise. However, a PDF search of the textbook reveals that the word "literary" is not mentioned even once.

The Grade 11 textbook, which dedicates more than half of its content to literary genres, includes activities and sub-activities that promote literary skills, as mentioned in the main research question. This book features three literary genres: legend, fairy tale, and fable. Despite the extensive focus on literary genres, the term "literary" appears only once, in a reading activity in Unit 1 about legends. All literary genres in this textbook are restricted to an narrative text, described as imaginative works based on situation of genre numbers. In contrast, the Grade 12 textbook lacks activities specifically designed to promote students' literary knowledge.

#### CONCLUSION

Despite challenges such as limited time, length, and protected local content (Mulya, 2011; Purno, 2004), the use of literary texts in EFL classrooms is essential for enhancing students' motivation, promoting academic language, expanding, promoting cultural and intercultural awareness, and improving language skills (Gardner, 2002; Ibrahim et al., 2011; Sula, 2016). The current activities related to Senior High School Grade 11 recognize the significance of incorporating literary texts into language learning, with 60% of the content increasing literary texts. This is followed by 47% in English for Senior High School Grade 10 and 9% in English Student Book for Senior High School Grade 12. The literary genres represented in these textbooks include fiction, translation, and poetry.

However, the authors of the studied textbooks predominantly utilized the term "literary-based text", including narrative and expository texts, without including the term "literary" or "genre". Consequently, it is recommended that the textbooks incorporate additional explanations regarding the literary works presented in the

### 13) English as a second language for health sciences undergraduates: Preferred activities and motivational factors

Improvement of English-speaking skills. The results revealed a significant difference (p<0.001, 95% CI) between the internal and external motivation in learners willing to enhance their English-speaking competence. The majority of the students (n=277, 84.1%) strongly demonstrated high levels of intrinsic motivation. Similarly, intrinsic motivation was found to be more potentiated than extrinsic motivation originating from external factors. Furthermore, the findings indicated that students prefer free, self-paced learning programmes over compulsory, administrative, and non-interactive-oriented English-speaking programmes. Identifying the sources of inspiration and encouragement will facilitate the success of support programs tailored to students in similar contexts. While proficiency in a second language is highly valued in professional practice and career advancement, it is essential that learning and practice sessions are designed to instilling self-motivation and the willingness to develop English speaking skills.

**Factor and Academic Expectations of English Proficiency**  
It is widely recognized that proficiency in English as a second language elevates one's social status and success. The necessity of acquiring multiple languages to prosper in the job and employment in the twenty-first century has been reflected among the participants in this study (Chen *et al.*, 2019; Lee & Thompson, 2020). The majority of respondents (70%) were current English-speaking students at "intermediate" level of proficiency in English. They expressed a strong desire to improve their English-speaking skills. Students perceived English speaking as the most challenging yet essential skill compared to reading, writing, and listening. This significant difference was attributed to various factors, including preparation for future job opportunities, personal developmental advancement of self-confidence, and the pursuit of higher academic success.

A separate study conducted in Sri Lanka among science students learning in English indicated that most participants recognized the importance of language proficiency as effective factors for admission and classroom instruction (Seneviratne, 2013). In addition to intrinsic motivation, external factors such as diverse responses and encouragement from parents and teachers played a crucial role in motivating undergraduates to engage in English speaking. However, external sources of motivation were more pronounced among school-leaving students. Studies in a foreign language (Kobayashi *et al.*, 2013) reported that the most significant factor that drives students to learn a second language is personal encouragement, followed by social motivation.

**Psychological Barriers to English Language Speaking**  
Speaking in a second language often triggers feelings of anxiety (Chen *et al.*, 2019; Seneviratne, 2013). Psychological factors such as anxiety, fear, and shyness are significantly related to the learning process (Seneviratne, 2013). Among the study population, self-driven descriptions were highly related to anxiety, shyness, and fear. Most students expressed concerns about making mistakes while speaking, with nervousness, limited vocabulary, and hesitation further contributing to their fear of speaking in public settings.

To enhance their communication success when interacting positive vocabulary, engaging in practical exercises like role-play dialogues, memorizing phrases, and utilizing authentic media materials would be beneficial (Seneviratne & Seneviratne, 2013). The research findings indicate that language anxiety may persist beyond undergraduate life. A study conducted among Sri Lankan students studying overseas revealed that their participants perceived themselves as weak in oral communication skills (Chen *et al.*, 2013). Furthermore, negative attitudes toward the target language can create a barrier between the learner and the language (Fahmy *et al.*, 2019; Seneviratne, 2013). This study identified negative attitudes, including a lack of interest in participating in practice sessions, among some respondents. Although this was not the primary focus, the researchers noted that fostering a positive attitude towards English should focus, mostly in the learning process. Therefore, addressing students' fears, anxiety, and negative attitudes towards English should be a primary focus in practice sessions (Seneviratne, 2013).

Cultural and institutional barriers significantly influence students' experiences in learning English. Cultural attitudes toward language use can affect students' willingness to engage in speaking activities. For instance, in some contexts, a strong emphasis on linguistic proficiency may deter students from speaking due to the fear of making mistakes (Fahmy & Seneviratne, 2019). This culture-related fear of making errors from practicing English in a supportive environment. Additionally, institutional barriers, such as inadequate resources, insufficient training for teachers, and lack of structured speaking opportunities, further impede the learning process (Seneviratne, 2013). Many students reported limited access to English-speaking contexts, especially English classes outside the classroom, affecting their learning progress. Addressing these barriers requires a concerted effort to foster an inclusive culture that values communication and to provide adequate institutional support that encourages student engagement in English-speaking activities.

**Importance of Mapping and Peer Pressure on Language Learning**  
Local literature indicates that culturally embedded behaviors, such as saving face (saving) stigma, and fear of speaking in public, contribute to positive behavior among students in classrooms (Seneviratne, 2013). However, this study revealed that the study population was not significantly affected by anxiety or stigma or peer pressure or communication fear indices. By the time this study commenced, stigma had been eliminated from the Faculty of Allied Health Sciences. Further, respondents perceived, generally, regarding the impact of stigma on English and non-English students, a learning focus on improving their English-speaking skills. Consequently, social pressure, institutional challenges, and self-embarrassment did not appear to be significant barriers to English speaking among health sciences undergraduates.

**External Challenges as Language Learning**  
Published research in Sri Lanka identifies inadequate resources, such as time and financial support, as significant barriers to developing English communication skills (Fahmy & Seneviratne, 2019).

Health, 2017; Seneviratne, 2013). Furthermore, students face various external challenges, including a lack of resources, insufficient facilities, unqualified teachers, ineffective teaching methods, and non-interactive learning materials (Seneviratne & Seneviratne, 2013). Economic constraints also contribute to these difficulties (Seneviratne, 2013). Additionally, the predominant use of the native language as an extended period relative to the target language has been regarded as a barrier to language acquisition (Seneviratne, 2013). Nevertheless, the majority of participants in the present study did not agree that a lack of opportunities, financial resources, or materials hindered their ability to produce speaking English.

To enhance students' opportunities for engaging in English speaking outside the classroom, faculty should consider facilitating conversation clubs, language exchange programs, and workshops led by qualified instructors (Fahmy & Seneviratne, 2013). Furthermore, investing in resources such as updated materials and access to technology will contribute to creating a more attractive learning environment (Seneviratne, 2013; Seneviratne, 2017; Seneviratne, 2013). Faculty involvement is essential as trained educators can foster a more interactive and supportive learning atmosphere that encourage students to practice speaking without fear of judgement. Moreover, providing regular feedback from instructors will help students build confidence and enhance their language skills over time.

**Autistic Motivation and English-speaking Procedure**  
Autistic motivation is a crucial factor affecting students' engagement and proficiency in speaking (Seneviratne, 2013). A possible finding of this study is that most students are intrinsically motivated, which presents an opportunity to design English speaking sessions that align with their preferences. However, researchers agree that high motivation does not always correlate with language achievement (Tang, 2022). Due to the rigorous academic demands of health sciences degrees, students express a preference for opportunities to engage in oral participation in English during routine academic activities. Additionally, a significant number of students favor weekly speaking clubs featuring diverse topics, focusing on both professional and everyday needs, topics such as health, sports, film, current events, and scientific fiction are likely to increase student interest in speaking speaking sessions. Many students also prefer collaborative learning. English-speaking programs, group responses, and interactive games, including approach opportunities and teaching styles within a relaxed and light atmosphere atmosphere may further support in learning (Chen *et al.*, 2019; Seneviratne, 2013; Seneviratne & Seneviratne, 2020). The results of this investigation indicate that students appreciate a variety of methods and their necessity. The majority also value opportunities to read English newspapers and novels, as well as the presence of faculty, helpful teachers and a welcoming classroom environment where everyone can speak freely.

**Generalizability and Future Research Directions**  
While English has become the preferred medium of instruction in nearly all health sciences faculties in Sri Lanka, this study was limited to a convenience sample of

students from the Faculty of Allied Health Sciences at the University of Ruhuna. Consequently, there may be sampling bias, as characteristics of participating students may differ in the primary data. In most studies, such key variables as the online survey could face potential challenges related to non-response and self-selection bias. Although the university provides robust internet coverage for all students, there were a slight number of students who were unable to reach those who are less comfortable with technology.

To enhance the generalizability of these findings, it is advised to conduct similar research to other health sciences faculties. Moreover, a detailed analysis of the data could further improve the representativeness of the sample. Future research might focus on English-speaking practices that involve and engage learners. Furthermore, additional studies are encouraged to explore the underlying causes of the generalization reported by students regarding English speaking. To ensure broad applicability, an ongoing student participation in English-speaking practice sessions.

#### CONCLUSION

This study aimed to identify the factors that motivate health sciences undergraduates who are native speakers of Sinhala and Tamil in Sri Lanka, as well as to determine their preferred activities for enhancing English-speaking proficiency. The results indicated that self-motivated scores in the primary data for most students, with key variables including future job opportunities, personal development, and academic confidence. Although barriers such as fear of making mistakes, nervousness, and difficulties with grammar were prevalent, students demonstrated a strong preference for constructive feedback from teachers and a supportive classroom environment. Based on these findings, faculty should consider the implementation of compulsory and alternative English-speaking programs and develop strategies that align with students' intrinsic motivations and interests.

Practical recommendations include providing more diverse, interactive learning opportunities, such as weekly speaking clubs, presentations during academic sessions, and certificate-driven programs. These findings also underscore the importance of incorporating behavioral and professional topics, such as current events, science, and professional needs, which received strong preference from the majority of students. By focusing on the creation of relaxed and supportive environments with regular learning activities, educators can enhance student engagement and effectively address barriers to English-speaking proficiency. The insights derived from this research present significant actionable value, offering actionable strategies for the enhancement of language programs in health educational contexts.

The study revealed differences in educational contexts that shape English and cultural characteristics, particularly for health science students learning in English as a second language. Insights such as incorporating health-related activities, including conversation clubs, and organizing workshops – workshops

# 14) Paradigm Shift of Online English Language Platforms as Standardized Assessment Systems

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Additionally, a strong commitment to educating students both financially and technically is vital to ensure effective implementation and sustained success in the adoption of digital platforms. Drawing on these considerations, recent studies by Li (2021) and Tang (2022) offer valuable insights into the practical implications of integrating online English language platforms in higher education. Li's study, which utilized questionnaires, data analysis, and case studies, indicates that students generally found online English learning platforms beneficial for their studies.

Moreover, Tang presents a concerning viewpoint, noting that during the pandemic, some universities observed a lack of student initiative, resulting in low learning effectiveness. This issue was further compounded by students struggling to manage their study time effectively and feeling overwhelmed by the demands of online education. To address these challenges, universities must analyze their systems to enhance the application of online learning models, ensuring the standardized and more effective online learning experience while simultaneously maintaining learning systems and analyzing existing problems.

Finally, the authors contend that monitoring mechanisms serve as the eyes and ears of educators, allowing them to track students' performance, identify areas of strength and weakness, and facilitate timely interventions. This real-time insight into individual student progress is particularly valuable in the context of micro-credentials, where the focus shifts to assessing and grading each student's learning proficiency. As Buchanan (1990) and Buchanan & Polgar (1996) cited in Buchanan (2011) noted, the evolution of language skills involves multifaceted tasks, including selection, placement, diagnosis, and progress assessment, and grading. According to Buchanan (1993), in Buchanan (1993), the monitoring and grading process involves decision-making information within the learning process, which can be categorized into two types: decisions regarding individual students (such as placement) and decisions concerning the overall program (course evaluation).

In the dynamic process of micro-credential monitoring, educators constantly align with the criteria outlined by language assessment rubrics, namely, academic, cognitive, linguistic, progress, diagnostic, cognitive, cognitive, program evaluation, accountability, and achievement. The continuous feedback provided by monitoring tools not only empowers students to assess their own progress but also guides students based on their evolving language proficiency. Providing relevant feedback is a crucial element in the success of every EFL course. The adequacy of feedback is determined not only by the grammatical accuracy but also by how the approach is perceived by both teachers and the student (Hidayat & Elnaz, 2022). This dynamic approach to progress and grading ensures that educators do not stop, allowing for adjustments and interventions tailored to the unique needs of each learner. In essence, the integration of monitoring mechanisms into the evaluation

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process reinforces a personalized and effective online English language learning experience, where educators align closely with the evolving language skills of individual students.

Moreover, Smith and Brown (2022) identified that the monitoring system was significantly impacted in various domains, including the assessment of learning quality and the measurement of the received-learning process within English as a Foreign Language (EFL) classes, as reported by the students. According to the findings, a substantial majority of students (exceeding 70%) in both instances expressed support for the existing monitoring and feedback systems. However, their recommendations that both the students and monitoring criteria be redefined and updated to better align with current educational needs.

Smith et al. (2020) offer valuable insights into the concept of monitoring by linking it to pedagogical goals designed to track students' skill development or progress in specific learning areas. They reference significant work carried in the United States, such as the Cognitive Indicators of Basic Early Literacy Skills (CIBELS) and Curriculum-Based Assessment (CBA), which are particularly in assessing language proficiency and literacy skills in English.

IMDEX ultimately analyzes children's developmental literacy skills essential for reading in English. In contrast, meta-CBM, as explained by Dunn (2003) and Mullis-Stokols, Martinez, & Mullis (2001), functions as a curriculum-based measure that assesses students' mastery of skills pertinent to their grade level. Carefully designed for individual monitoring and ongoing progress monitoring throughout the academic year, meta-CBM captures incremental changes in performance over time.

The authors draw a parallel between these tools and the monitoring of monitoring, positing that the concept is operationalized in practice already (often with no formal implementation). Consequently, the authors suggest that monitoring mechanisms within several online platforms:

1. **Progress Tracking:** Monitoring enables educators to systematically track both individual and collective progress in English language acquisition. This involves the real-time observation of students' comprehension, application, and achievement of language skills over time.
2. **Identifying Learning Gaps:** Through continuous assessment, educators can identify specific areas where students encounter challenges or require additional support. This identification facilitates the tailoring of instructional methods or interventions to address targeted gaps in English language proficiency.

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3. **Assessment of Learning Strategies:** Educators can evaluate the efficacy of various English learning strategies implemented for individual learners or the class at large. Such monitoring can identify effective learning approaches to better align with students' diverse learning needs.

4. **Formative Feedback:** Ongoing monitoring supports educators to deliver timely and constructive feedback. This feedback is vital for ensuring students are recognizing their strengths, weaknesses, and areas requiring further development in language acquisition.

5. **Adopting Teaching Methods:** Based on the insights gained from monitoring outcomes, educators can adopt their instructional methodologies, materials, or pacing to optimize learning outcomes for their students.

6. **Student Engagement:** Monitoring facilitates the assessment and adjustment of student engagement levels during English language learning sessions. This process is crucial for fostering an interactive and participatory learning environment, which is essential for effective language instruction.

The monitoring mechanism frequently encompasses a range of techniques, including classroom observations, both formative and summative assessments, quizzes, student-led discussions, peer evaluations, and the integration of technology-assisted learning platforms. Ultimately, the primary objective of monitoring within EFL is to facilitate effective language acquisition by proactively evaluating and addressing students' learning needs and progress. This comprehensive approach ensures that instruction is responsive to the diverse requirements of learners, thereby enhancing the overall educational experience.

Li (2022) emphasizes the substantial impact of monitoring on the quality of learning, proposing a model that encompasses several key aspects. Firstly, it is imperative to establish a clear learning goal to ensure that the learning process aligns with the intended objectives. Secondly, quality standards must be defined, encompassing components of the learning process, where the learning consists of multiple interconnected stages. It is crucial to ensure that each phase meets the established standards. Li advocates for a comprehensive and continuous monitoring system that encompasses all dimensions of learning quality. Such a system facilitates engagement, fosters the self-paced, self-directed, self-motivated, and self-driven, high-quality learning experiences. The authors underscore the necessity for online English language platforms to integrate monitoring mechanisms that provide learners, teachers, and language-driven performance. Our argument highlights the critical importance of ensuring that online learning environments fully leverage the power of advanced, data-driven, and personalized learning models, thereby focusing on critical aspects during this transition.

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Integrating monitoring into an online English language platform necessitates the incorporation of advanced technology mechanisms and strategically chosen pedagogical or content and interface design experiences. The authors contend that a harmonious technology integration involves embedding standards within the platform that facilitate the learning process. Factors that are non-financial, interactive, and responsive to individual needs, for instance, personalized feedback mechanisms, gamified, communication tools, and adaptive learning paths can be implemented to effectively engage learners.

This concept resonates with Constructivist Learning Theory, which posits that individuals learn through active engagement. Key features include (1) engaging the whole person—cognitively and emotionally—in learning activities, (2) fostering learners' initiative to explore and discover driven by their intrinsic interests, (3) promoting the holistic development of learners' behavior, attitudes, and personalities, and (4) enabling learners to assess the attainability of their learning goals (Vygotsky, 1999). The authors propose several principles that are often associated with constructivist technology mechanisms in the context of EFL:

1. **User-Centered Design in EFL:** This principle emphasizes the importance of designing online platforms and tools that address the specific needs and learning styles of English language learners. This may involve incorporating adaptive learning features, personalized content, and intuitive interfaces that cater to varying proficiency levels (Barnett et al., 2021; Mott, 2013; Abdel, 2017).
2. **Ethical Considerations in EFL Technology:** It is essential to ensure that online learning tools and platforms in EFL prioritize the privacy of learners' data, uphold accuracy in learning outcomes, and respect cultural sensitivities in content delivery (Cook & Goh, 2021).
3. **Accessibility and Inclusivity in EFL Technology:** This principle advocates for the creation of EFL platforms that are accessible to all learners, including those with disabilities. This can be achieved by implementing features such as screen readers, subtitles, and alternative navigation options that accommodate diverse learners (Abdel, 2017).
4. **Support in EFL Platform Design:** Understanding the emotions and challenges faced by English language learners, particularly in an online environment, is critical. Developing tools that foster engagement, motivation, and a supportive learning atmosphere is essential for effective learning (Wang et al., 2022).

Journal of English Education, Spring 1 (2024) 126-140, doi:10.24053/jeed.v1i1.126

3. **Sustainability in E-Learning Technology:** This principle calls for adopting eco-friendly practices in the development and deployment of E-Learning technology, aiming to reduce environmental impact. For example, promoting the use of digital materials over printed resources can contribute to sustainability (Brown, 2024).

4. **Continuous Improvement and Feedback in E-Learning Platforms:** Encouraging ongoing feedback from learners and educators is vital for enhancing E-Learning tools, content, and methodologies. This principle fosters an environment of continuous improvement, ensuring that the tools remain effective and relevant (Baker & Smith, 2022).

5. **Cultural Sensitivity in E-Learning Tools:** Acknowledging the diverse cultural backgrounds of language learners is essential. Ensuring that the content and examples used in E-Learning platforms are culturally sensitive and inclusive helps avoid biases or stereotypes (Garcia & Smith, 2023).

The integration of these mechanisms is closely aligned with these principles, as it facilitates tailored user experiences, ethical data usage, and support for diverse learners. Together, these principles, along with a commitment to continuous improvement and cultural sensitivity, contribute to the development of more effective, inclusive, and engaging English Language Teaching (ELT) systems. The feedback-driven nature of monitoring mechanisms ensures that technology in ELT remains responsive and supportive, thereby fostering an environment of ongoing enhancement in language education. This alignment not only improves individual learning outcomes but also enriches the overall educational experience for all learners.

The authors define linguistic-driven performance as the application of language or linguistic elements to enhance or improve various aspects of performance across different domains. This concept often involves leveraging linguistic knowledge and understanding language patterns to achieve superior outcomes. Linguistic-driven performance specifically pertains to the language-specific aspects of proficiency demonstrated by an individual within each context. In the realm of online English language learning platforms, this term may signify a focus on the linguistic capabilities and achievements of students, encompassing their language comprehension, communication skills, vocabulary, grammar, and overall language proficiency as manifested within the online learning environment (Liu et al., 2022). Educators employ linguistic-driven approaches to optimize learning experiences, which may include utilizing teaching methods as communicative diverse learning styles, incorporating language-rich activities, and adapting materials for improved comprehension. By integrating these approaches, the platform can effectively monitor students' progress, provide personalized support, and offer insights into linguistic performance, thereby enhancing the overall effectiveness of online English language learning.

This process also allows teachers to transition into the role of digital learning success facilitators, emphasizing the provision of formative feedback and the enhancement of the overall learning experience. Regular monitoring facilitates the early identification of students who may be experiencing academic challenges or falling behind in their studies. With timely interventions, educators can offer additional support, resources, or alternative learning opportunities to mitigate learning difficulties. Furthermore, teachers can provide formative feedback that guides students in identifying areas for improvement while reinforcing their strengths. This feedback loop is instrumental in ensuring students throughout their learning journey and contributes to their continuous improvement and development.

Despite the increasing significance of monitoring mechanisms in online English language education, several challenges hinder their effective implementation. A critical issue in this regard is the need to carefully evaluate the readiness of these platforms, alongside ensuring appropriate monitoring practices to safeguard student privacy and data security. The objectives of this study are as follows:

- Personal Barriers:** These encompass issues related to time management, language proficiency, and individual attitudes toward technology. Such barriers can impact teachers' motivation and engagement in online environments.
- Learning Style Barriers:** Different learners have varied study preferences and learning styles, which can influence their interaction with online platforms. The lack of adaptability in diverse learning styles may hinder effective learning outcomes.
- Situational Barriers:** Factors such as the duration of learning sessions and external distractions or interruptions can significantly impact the learning experience. Situational barriers can divert learners' focus and commitment to their studies.
- Organizational Barriers:** These include issues related to organizational culture, insufficient time allocated for study, unresponsive support, limited resources, limited availability of online content, and inadequate staff of resources about available resources, and failure to involve all relevant parties in the planning and decision-making processes.
- Technological Barriers:** Challenges related to the quality of internet connection, user interface (UI/UX) complexity, limited technical support, data loss, and problems associated with data transfer can severely hinder the accessibility and usability of online platforms.
- Content Barriers:** These involve unengaging unaligned content, insufficient content, the relevance of the content to learners' needs, the specificity of content, poor quality of educational materials, and difficulties in locating and accessing content.

This comprehensive strategy not only facilitates individual learner development but also promotes a more engaging and responsive educational experience.

The authors emphasize the importance of monitoring success in online English language learning by closely observing students' linguistic behavior throughout their learning journey. By integrating a formative technology mechanism and focusing on linguistic-driven performance within this monitoring framework, the approach seeks to establish a standardized and systematic assessment system on the online English language platform. This integration not only facilitates the tracking of student progress but also enhances the overall learning experience by providing tailored support and feedback, ultimately contributing to more effective language acquisition and proficiency development.

**Challenges to Successful Monitoring** (Li, 2022) highlights the evolution of online English language learning in universities, emphasizing the critical role of quality assurance in English education. Citing the work of Ning and Long (2010), he underscores that this quality must adhere to scientific principles, which encompass achievement, process, and continuous development. To maintain high-quality online English language learning, it is essential to integrate strategic interventions and interventions into the framework. However, this endeavor presents several challenges that must be addressed to ensure effective monitoring and assessment.

The authors identify a critical issue concerning the oversight and administration of institutions offering English language programs. This highlights a significant challenge that requires attention and resolution in the context of monitoring educational institutions that provide English language-related courses or programs, particularly in the New Normal era. As educational landscapes evolve due to advancements in technology and shifts in pedagogical approaches, institutions must navigate various complexities to ensure effective program delivery and quality assurance.

In contemporary education, the monitoring practices of teachers are of paramount importance. According to Akbar and Alfarid (2010), as cited in Bak, Duhim, et al., (2018), effective monitoring of student progress extends beyond mere attendance to include instructional strategies; it is essential for ensuring student achievement and achieving learning outcomes. The authors define learning outcomes as the knowledge, skills, and competencies that students are expected to acquire by the end of a course or program. Monitoring student progress enables educators to assess whether these intended outcomes are being met. It provides a framework for evaluating students' attainment to the established standards and goals of the curriculum.

7. **Instructional Barriers:** This category includes inadequate formative feedback, inadequate student engagement strategies, vague instructional design, limited educational materials, errors and navigation difficulties, insufficient use of multimedia resources, inconsistent instructional quality, information overload, lack of instructor presence or involvement, and poor coordination among instructional elements.

To effectively address the aforementioned barriers, the strategic integration of monitoring mechanisms becomes crucial. These monitoring tools can systematically track learners' progress, adapt to diverse learning styles, and deliver real-time feedback through continuous periods, emotional, motivational, technological, content, and instructional challenges. By leveraging monitoring mechanisms, educators can promptly identify potential challenges faced by learners, enabling them to tailor interventions to meet individual needs. This proactive approach fosters a more responsive and effective online English language learning environment, enhancing student engagement and facilitating personalized learning experiences. In essence, monitoring mechanisms function as a dynamic solution to mitigate these barriers, ultimately contributing to the overall success of online English language learning platforms. By establishing a framework for continuous assessment and feedback, educators can create a supportive learning atmosphere that promotes student achievement and fosters a culture of ongoing improvement in language proficiency.

## CONCLUSION

The digital transformation of education offers both significant opportunities and challenges for language learners, requiring a reevaluation of online English language learning environments. As educators adapt to this paradigm shift, the integration of robust monitoring mechanisms becomes imperative. These mechanisms must be not only user-friendly but also intelligently aligned with pedagogical objectives, ensuring a more personalized and effective learning process.

The adoption of online English platforms in higher education highlights the pressing need for standardized assessment systems and a shift in pedagogical approaches. Prioritizing monitoring student achievement to address the complexities of diverse learning preferences, more effectively, fostering a more equitable and personalized learning environment. Through systematic monitoring, educators can provide timely feedback and implement targeted interventions, thereby enhancing student engagement and learning outcomes.

Ultimately, the integration of monitoring technology with linguistic-driven performance fosters continuous improvement in teaching methodologies.

### 15) Affective and cognitive correlates of reading comprehension: A structural analysis

Figure 10. Affective and cognitive correlates of reading comprehension.

This study investigated the intricate interplay between emotional and cognitive factors in reading comprehension, specifically on the Simple View of Reading (SVR) theory. SVR emphasizes the significance of decoding skills and vocabulary knowledge for English reading comprehension. According to SVR, decoding skills have a dual effect: first, they directly influence vocabulary acquisition, and second, through vocabulary mastery, they indirectly enhance reading comprehension. The study's structural model confirmed these relationships, demonstrating robust positive correlations between decoding skills and vocabulary knowledge. Decoding skills accounted for 13.1% of the variation in reading comprehension and 47.5% of the variation in vocabulary knowledge. Vocabulary proficiency, in turn, was responsible for a substantial 73.2% of the differences in reading comprehension, underscoring its critical role in improving reading ability. These results support the alternative hypothesis, suggesting a significant relationship between decoding, vocabulary mastery, and reading comprehension. Furthermore, the findings align with previous research, which highlights that the combination of decoding and vocabulary skills plays a crucial role in enhancing English reading comprehension, particularly among early readers in multilingual contexts such as Kenya (Ochieng & Zaidi, 2021).

The study also examined parental socioeconomic and motivational factors, focusing on family wealth, parental education, and intrinsic motivation. The correlation values for motivation factor ranged from 0.71, indicating a strong positive relationship between motivational factors and external influences on reading comprehension. The high factor loading also suggests a significant association between items related to reading motivation and intrinsic motivation. Surprisingly, the study revealed negative correlations between family wealth and reading comprehension, which appears to contradict previous studies, which often link higher SES with stronger reading abilities. This study revealed that increased family wealth does not necessarily lead to improved reading comprehension skills. This suggests the null hypothesis, indicating no significant influence of relationship between family income and reading comprehension. This finding aligns with earlier research, such as Richard and Kaituma (2019), which reported that while SES is often considered an important variable, its influence can be inconsistent and confound in certain contexts.

The study also investigated the mediating role of late motivation influences reading comprehension. Evidence revealed a small but positive association with reading comprehension, accounting 2% of the variation, while intrinsic motivation had a slightly negative impact, contributing 3.7%. An ANOVA test, which exceeded 0.5, confirmed the convergent validity of both intrinsic and extrinsic motivation components. Additionally, the results demonstrated strong convergent reliability, suggesting the 3-factor structure. However, discriminant validity was not established, as the AVE values were lower than the correlations observed between these components. This indicates that the constructs of Intrinsic, Extrinsic, and Motivation

Figure 11. Affective and cognitive correlates of reading comprehension.

are not sufficiently distinct from one another. These findings support the alternative hypothesis, suggesting a significant relationship between motivation and reading comprehension. As previously noted by Ochieng and Zaidi (2021), students with high levels of motivation, particularly intrinsic motivation, tend to make deeper connections with texts. They increase attention, as motivation, especially with pleasure, and engage creatively, which helps them use reading strategies more effectively and successfully.

To summarize, this study highlights the complex nature of reading comprehension, emphasizing the significant contributions of cognitive elements such as decoding, fluency, and vocabulary proficiency alongside socio-emotional and motivational factors. While decoding skills and vocabulary mastery were shown to strongly predict high levels of reading comprehension, the study also revealed intricate connections between socio-economic status and motivation, both of which play crucial roles in either enhancing or hindering reading competence. These findings challenge certain traditional assumptions and underscore the importance of adopting a comprehensive, integrational approach that integrates a diverse range of cognitive, socio-emotional, and motivational perspectives to effectively foster reading-comprehension skills.

This study highlights several important limitations that warrant consideration in future research. First, the assessment of intrinsic and extrinsic motivation relied on questionnaires that, while adequate for measuring general agreement, lacked the precision to clearly differentiate between these constructs. This suggests the need for more refined instruments that can better distinguish and accurately measure different motivational factors. Additionally, the study was limited to a single educational institution, which restricted the generalizability of the findings across various educational contexts. Future studies should involve larger, more diverse samples to provide a more comprehensive understanding of the relationships between the variables examined. Future research should also consider various educational settings, including distance education, to explore how different contexts and modalities contribute to the complex interplay between socio-economic status (SES) and students' reading comprehension. This suggests that SES does not act as the primary determinant of differences in reading comprehension. Future research should also consider students' backgrounds may contribute to struggle with reading comprehension despite adjustments for SES. These findings underscore the importance of further research into the underlying causes of disparities in reading comprehension and highlight the need for the development of targeted instructional strategies to support all learners, regardless of socioeconomic or ethnic background.

### 16) Blending process and genre approaches in teaching academic writing to first-year English as a second language students

Figure 12. Blending process and genre approaches in teaching academic writing to first-year English as a second language students.

This study explored the integration of the Blending process and genre approaches in teaching academic writing to first-year English as a second language students. The research was grounded in the Sociocultural Theory (SCT) and the Blending Theory (BT). The Blending Theory (BT) posits that the process of writing is a complex, multi-layered activity that involves the integration of different genres and styles. The Blending process involves the integration of different genres and styles, which is a key feature of the Blending Theory (BT). The study aimed to investigate the effectiveness of the Blending process and genre approaches in teaching academic writing to first-year English as a second language students. The research was grounded in the Sociocultural Theory (SCT) and the Blending Theory (BT). The Blending Theory (BT) posits that the process of writing is a complex, multi-layered activity that involves the integration of different genres and styles. The Blending process involves the integration of different genres and styles, which is a key feature of the Blending Theory (BT). The study aimed to investigate the effectiveness of the Blending process and genre approaches in teaching academic writing to first-year English as a second language students.

The study found that the Blending process and genre approaches were effective in teaching academic writing to first-year English as a second language students. The research was grounded in the Sociocultural Theory (SCT) and the Blending Theory (BT). The Blending Theory (BT) posits that the process of writing is a complex, multi-layered activity that involves the integration of different genres and styles. The Blending process involves the integration of different genres and styles, which is a key feature of the Blending Theory (BT). The study aimed to investigate the effectiveness of the Blending process and genre approaches in teaching academic writing to first-year English as a second language students.

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Figure 13. Blending process and genre approaches in teaching academic writing to first-year English as a second language students.

This aligns with Hyland (2003) recommendation that blended genre instruction can help struggling students improve their writing performance. The study also explored the effectiveness of the Blending process and genre approaches in teaching academic writing to first-year English as a second language students. The research was grounded in the Sociocultural Theory (SCT) and the Blending Theory (BT). The Blending Theory (BT) posits that the process of writing is a complex, multi-layered activity that involves the integration of different genres and styles. The Blending process involves the integration of different genres and styles, which is a key feature of the Blending Theory (BT). The study aimed to investigate the effectiveness of the Blending process and genre approaches in teaching academic writing to first-year English as a second language students.

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university-level academic writing. Students also acknowledged the improvement in their writing skills, attributing it to the inclusion of cultural, social, and social practices in the teaching process. These vignettes helped them connect academic writing to their everyday realities, making it more relatable and enhancing their engagement. Importantly, participants recognized that explicit instruction in language use and knowledge of genre conventions significantly improved the quality of their essays. Based on these findings, the researcher envisioned both the process and genre approaches, concluding that the blended process-genre approach holds promise for enhancing students' writing abilities by addressing both linguistic accuracy and genre effectiveness.

The process-genre approach offers significant benefits for EFL students by integrating both cognitive and cultural aspects, while guiding them through all the essential stages of essay writing. Ellis and Eslamian (2005) assert that "writing requires a great deal of explicit and implicit linguistic knowledge," which many first-year students often lack. During the interval between the pre-test and post-test, lecturers provided instruction on various writing approaches, enabling students to shape their essays with attention to both macro (e.g., grammar, vocabulary) and micro-level (e.g., organization, coherence) writing skills. Furthermore, interactive genre-based teaching, which encouraged active student participation, was incorporated, resulting in improved linguistic accuracy. Post-test essays demonstrated enhanced lexical variety, better grammar, vocabulary, and more coherent sentence structures, which had been problematic in the pre-test. The integration of the process-genre approach allowed students to understand the overall purpose of language, equipping them to write more fluently, meet university-level standards. This aligns with the findings of Huang and Zhang (2020), who emphasized that the process-genre approach addresses L2 students' performance in writing argumentative essays.

The present results clearly show that students have varying levels of writing proficiency due to their diverse educational backgrounds, leading the researcher to recommend the process-genre approach. The limited use of either the process or genre approach alone may not be sufficient to address all the writing challenges faced by EFL students. Despite slight differences between the two approaches, both are critical in helping students develop academic writing skills. Ellis (2012) highlights that "this approach allows students to study the relationship between purpose and form for a particular genre as they use the recursive processes of generating, drafting, revising, and editing" (p. 20). The post-test results revealed significant improvements in students' accuracy, measured from both the genre approach and the writing process. Harris (2012) emphasizes that marketing writing is a crucial component in helping students improve their texts. The hybrid process-genre model, therefore, offers benefits in writing teaching, allowing them to select the most effective elements from each approach to scaffold students' academic writing development more effectively.

The findings of the study indicate that students significantly improved their academic writing proficiency by following the six steps as suggested by Yin (2008), which include preparation, modeling and reforming, modeling, joint construction, independent construction, and revision. In the post-test, students demonstrated notable progress in vocabulary use and sentence construction, showcasing their ability to provide clear concepts based on discussion held during the joint construction phase – an ability that was lacking in the pre-test. Marshall (2002) supports the notion that joint construction is particularly effective in enhancing students' written texts. Through this method, students are posed with a peer to collaboratively revise their work, focusing on improving both organizational structure and linguistic features.

The individualized process-genre approach, as expounded by Huang and Zhang (2020), allowed students greater flexibility in managing both macro effectively. This approach not only facilitated the development of essential academic writing skills but also emphasized the transferability of genre knowledge from the students' native languages to English, the medium of instruction. This transfer plays a crucial role in enhancing students' ability to compare well-structured texts in English. Furthermore, the focus on individualizing and coding during the independent construction phase enabled students to recognize the importance of thorough self-evaluation by revising their essays before submission, they asked a deeper understanding of how to refine their writing, improving both the content and linguistic accuracy. This iterative process empowers students to produce more polished and academically sound essays, which are key skills in higher education.

**CONCLUSION**

Drawing from the data sources, it becomes evident that lecturers must prioritize teaching the fundamental of academic writing, rather than assuming that all students possess naturally potent effective writing skills. As Harris (2012) highlighted, academic writing is a complex process that requires consistent and extended practice to perform. This is particularly important for students who come from diverse linguistic and educational backgrounds, as their writing proficiency varies significantly. The integration of both the process and genre approaches offers a valuable challenge by framing writing as a social practice embedded in the cultural contexts in which it is produced, as Ellis (2016) suggests. This approach allows students to engage meaningfully with the social and communicative functions of writing, rather than merely focusing on mechanics. Additionally, attaining a sufficient level of academic writing proficiency can only be achieved by applying teaching methods and theories tailored to the specific needs of each student group.

# 17) English for Administration: Enhancing Government Employees' Communication Skills

**English for Administration: Enhancing Government Employees' Communication Skills**

Government employees play a crucial role in public service, and their communication skills are essential for effective service delivery. This study explores the challenges faced by government employees in English communication and proposes a structured training program to enhance their skills.

Government employees face various communication challenges, including limited English proficiency, lack of confidence, and insufficient practical skills in real-world scenarios. Research indicates that government employees often struggle with basic communication skills, such as writing formal letters, reports, and official correspondence. This study aims to address these challenges by providing a comprehensive training program that focuses on both theoretical knowledge and practical application. The program includes modules on grammar, vocabulary, and writing skills, as well as role-playing exercises and group discussions to enhance participants' confidence and practical skills. Through this program, government employees will be able to communicate more effectively and professionally in their work environments, leading to improved service delivery and organizational efficiency.

This approach aligns with the goal of enhancing the accuracy and reliability of communication in government settings. Role-playing is particularly suited to this objective, as it addresses the specific needs of government employees in various contexts, such as interacting with citizens, handling official correspondence, and participating in meetings. The program also provides a hands-on method for improving English-speaking skills. The next section is devoted to describing the theoretical underpinnings provided, including role-playing, a highly recommended teaching approach across various fields (Harris, 2012; Widdowson, 2003). Through this method, government employees can engage in meaningful communication of the skills and activities being taught.

**Role-Playing Discussion**

The implementation of role-play for administrative writing offers several pedagogical benefits for EFL learners, specifically, it fosters confidence and enhances practical skills. Role-play and role-playing can be used effectively and authentically when tailored to the real-world scenarios in government settings. It is evident that role-play offers both types of learning outcomes that skills. The resulting impact is an improvement in the motivation of and willingness to learn government, as students relate to the role-play in their activities, as it is a highly effective technique for developing the necessary skills of workers in various settings. This study aims to enhance a major dimension of both communication and writing skills by using role-play as a well-developed, particularly in terms of public service and hospitality. Additionally, improving English communication skills is essential for achieving the goal of establishing a more efficient government with international connections (Harris, 2012; Ellis & Eslamian, 2005).

**Group Discussion**

The results of the research and role-playing training indicate a successful enhancement of language and skills among the workers regarding the practice of public service. This is supported by feedback from focus group discussions, where study workers expressed an improved understanding of how to deliver excellent service quality for the advancement of national development in terms of its ability for workers to be working to excellent public service from academic sources to further enhance their highest-thinking skills and

**English for Administration: Enhancing Government Employees' Communication Skills**

hospitality training. Proficiency in English is fundamental in enhancing communication with visitors, ensuring they receive top-notch service through high-quality service (Harris, 2012; Widdowson, 2003). Moreover, the confidence and hospitality training provided the opportunity with tangible examples of best practices and procedures for delivering outstanding service and communication.



Figure 2. Focus Group Discussion

Hospitality training focused on communication is implemented through role-playing activities. Workers also receive a comprehensive explanation and examples of communication practices in English, drawing from the hotel training handbook provided. Following this theoretical instruction, a practical and interactive session allows for communication exercises in English. The interactive session involved role-playing scenarios where participants were highly motivated in learning English for tourism and hospitality, a subject they had not previously explored. Questions, particularly centered on how to apply various oral and hospitality materials effectively, such as providing directions to visitors, offering foreign service, and communicating appropriately when serving local clients.

Several questions also arose regarding speaking training with visitors to ensure optimal direction to specific tourist destinations. These inquiries were addressed during a focus group discussion. The findings indicate that the primary objective of hospitality training programs is to equip the participants with practical skills and knowledge, enabling workers to deliver effective public services through hospitality in their workplaces. This hands-on approach allows them to engage meaningfully with visitors, enhancing their language communication and knowledge skills. In summary, the focus group discussion reflects the continuous positive outcome regarding the learning process.

**Table 1. Focus Group Discussion Results**

The Workers' Opinions
"I would like to practice more as long as there is constraints in the program and English skills should be provided for."
"I have never tried to speak English in a work scenario with a fellow, so I like to participate in it more."
"It should be given not only to government employees but also all the graduate students who want to improve their speaking skills."
"I was not satisfied of the dialogue mostly as I was satisfied with these experiences and practices."
"I think I can apply it during the meeting with developers. The speaking practice seems acceptable to me."
"I like it when I can practice it with my colleagues."

The results of the focus group discussion, presented in Table 1, indicate that roleplaying significantly enhances the learning effectiveness of the workers. This training program was deemed successful as each activity was followed by most of the workers' specific needs. The workers' specific needs are summarized first, conducting field observations prior to the hospitality training program is essential to identify existing challenges, ensuring that the training is aligned with the community's goals and learning objectives. Second, continuous planning and implementation of the training program are essential for maintaining these practices over time.

Future research could explore the sustainability impact of learning English for administration. For instance, it would be valuable to investigate changes in attitudes following the completion of a hospitality training program, as this could provide insights into the long-term effects on government employees and the broader community. Conducting effective language workers can enhance understanding of how such a training initiative sustains dynamics over time. Participating in English for administration activities, particularly those incorporating hospitality training techniques, offers numerous benefits. Individuals gain satisfaction from recognizing their capacity to positively influence others and the community at large. Additionally, they enhance their ability to communicate effectively in English, particularly with terminology specific to tourism and hospitality. Moreover, this engagement motivates the community to develop both national and tourism resources, fostering the knowledge and skills necessary for professional recognition (Lalana, 2017; Tugot and Nuzeta, 2022; Cahono, 2017; Tugot and Nuzeta, 2022).

The integration of teaching English for administration with a focus on hospitality skills and language communication—particularly English fluency—has led to recognized forms of recognition for enhancing speaking skills (Lohndor and Boyano, 2020; Suman, Zorah, and Kusuman, 2020; Herta, as a key player in the tourism and

hospitality sector in Cirebon, has significantly benefited from training activities aimed at its workers. By improving customer service and communication skills, hotels are poised to attract a large number of visitors, establishing itself as a leading international tourist destination in Cirebon. The area boasts natural beauty and unique characteristics that appeal to both local and international tourists. Therefore, enhancing the skills and expertise of the local community through hospitality and English communication training programs is essential for sustained growth (Wahidina, 2001 & Julyana, 2022).

**CONCLUSION**

English for administration-learning activities, integrated with tourism and hospitality training and effective learning techniques, aim to fulfil a community expectations for success in the hospitality and tourism sectors. This objective can be achieved through practical inclusion in English communication and comprehensive hospitality training, primarily focused on incorporating subnational workers into high-quality offerings that can enhance promotion and attract foreign visitors. The creation of real-world scenarios, combined with role-playing, supports effective communication methods and improves English-speaking skills, allowing workers to provide appropriate communication strategies with both international and local visitors. Hospitality training actively engages government workers in essential service areas, including guiding visitors on tours, serving dishes, and providing thoughtful responses to inquiries and feedback from guests.

Local destinations in Cirebon are likely to attract more local and international visitors if they possess quality natural resources and well-developed human capital. Advancing this requires collaborative efforts among various stakeholders, including the Cirebon regional government, local communities, tourism managers, and higher education institutions. Such cooperation must be mutually supportive to foster learning and ensure the sustainability of tourism activities. Consequently, this study recommends future research focused on enhancing reading, listening, and writing skills as part of the professional development of government employees in the tourism sector.

**ACKNOWLEDGEMENTS**

I would like to express my heartfelt appreciation to the Rector of Universitas Islam Cirebon and the Dean of Public Administration, Faculty of Political and Social Sciences, for their unwavering support throughout this research endeavor. I am also deeply grateful to my research team for their collaborative efforts in data collection and analysis, which were vital to the success of this study. Your commitment and dedication have made a significant impact on my work.

### 18) Strategies-Based English Instruction as a Method for Enhancing Reading Comprehension Skills in Higher Education Students

This study investigated explicit strategies for developing reading comprehension skills among university students. The research design employed a quasi-experimental approach, involving pre-test and post-test assessments. The study focused on the use of explicit strategies such as summarization, prediction, and monitoring comprehension. The results showed that the implementation of these strategies led to a significant improvement in reading comprehension skills among the participants. The study also identified the challenges faced by students in applying these strategies and provided recommendations for further research.

**Follow-up Action for An Improved Learning Environment**  
The research results indicated that several follow-up actions needed to be taken to create a better learning environment. These recommendations were derived from both observations and interviews. However, as the results did not fully understand the SDI framework, these suggestions primarily focused on the overall teaching and learning process (see Table 6).

**TABLE 6 | The Search strategy based**

Code	Findings
1	Creating classroom material for a more interactive learning process
2	Improving time management in class activities
3	Motivating and encouraging student learning process
4	Providing relevant questions to encourage student's involvement

Finally, classroom rules and conditions should be established to make the teaching-learning process more effective. Objectives indicated that no rules were provided prior to teaching with 1 and 2, but were still established for other activities. Implementing these rules could help reduce students' anxiety and increase their confidence. Essentially, due to the high number of paragraphs in the text, students often struggle to understand the main idea of the text. The researchers advised that students should be encouraged to be actively involved in the learning process. Additionally, consistency should be maintained in various learning activities. Furthermore, an active involvement of teachers and a variety of media should be established and utilized to create interactive learning opportunities. Finally, although students' participation was high in the experimental process, post-test interviews should be utilized to assess students' confidence and self-efficacy in following throughout the process.

The implementation of SDI in reading classes has positively contributed to students' involvement in reading comprehension skills. The majority of students scored better after the SDI implementation.

comprehension skills in higher education students. The study employed a quasi-experimental design, involving pre-test and post-test assessments. The results showed that the implementation of SDI led to a significant improvement in reading comprehension skills among the participants. The study also identified the challenges faced by students in applying these strategies and provided recommendations for further research.

The implementation of SDI in reading classes has positively contributed to students' involvement in reading comprehension skills. The majority of students scored better after the SDI implementation.

The observed improvement was attributed to the integration of technology within the context of SDI. This integration fostered interactive learning, enhanced students' motivation and engagement. These results are in line with the previous studies that indicate technology

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### 19) EFL postgraduate students' adoption and experiences of chatbot-assisted academic writing

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## 20) Division or integration of labor: An exploration of four L2 students' experiences in separated and integrated undergraduate composition courses

### Abstracted Version

Abstracted version to struggle with cognitive engagement in the composition course, demonstrating a more instrumental approach. While he may have participated behaviorally in both participation points and received a high grade, his failure to deeply understand the course content appeared limited.

### Theme 4: The Participants' Perception of the Curriculum

Perceptions of the curriculum are central to the discussion of integrated versus separated composition course sections. The main concern in formal and non-formal a wide range of components therefore it is important to clarify its meaning within the context of this study. In this research, curriculum specifically refers to the content materials and writing assignments used in the composition courses, as introduced and discussed by the participants during the interviews.

### Perception of Reading Materials

In composition classes, students are typically assigned readings and are expected to reflect upon or respond to them. Mihalik expressed a lack of interest in some of the assigned readings, stating, "sometimes the topics are just not interesting to me. Sometimes I find some of the readings to not be relevant to what we're talking about, or maybe the teacher sees it in another way." demonstrated a more positive perception of the material, he noted, "you read an article about Martin Luther King and his speech, and you thought his speech and I thought it because all what he said is everyone has a voice and people should not be done wrong and that was a very interesting topic. It was interesting to hear different opinions. I also learned some words that I didn't know before."

### Perception of Writing Assignments

Regarding the perception of writing assignments, participants' responses varied in terms of their views on topic selection, the act of writing itself, and the workload or frequency of assignments. Mihalik's instructor assigned specific topics rather than allowing student choice. His disagreement with Mihalik's earlier statement, "maybe the teacher says it is another way." If the teacher's perception of a topic diverges from that of the students, it may reduce students' motivation to engage meaningfully with the writing task.

In terms of assignment structure and frequency, Mihalik shared a different perspective. When ENGL 101 and ENGL 202, in ENGL 202, the course was centered on developing a single paper throughout the entire semester, whereas ENGL 101 involved a variety of topics and multiple assignments. Mihalik expressed a preference for the ENGL 101 format, finding it more engaging. Conversely, Mohamad criticized the curriculum, stating, "I think the curriculum is weak." While he acknowledged learning how to write a research paper, he felt that the pacing was too slow, "the class is only in 12 weeks we can study in 6 or 7 weeks only." For Mohamad, the extended timeline for breaking down research components across the semester contributed to a sense of monotony and disengagement.

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### Abstracted Version

and Mihalik. Notably, this concern is shared by ENGL students, not by Mihalik as his ENGL 101 class. This concern supports the argument that integrative ENGL 101 students with American classmates can still receive benefits for all students involved.

The debate on which structure is best suited for the ENGL students is undoubtedly intricate. Based on where the student stands in the integration vs. division debate, one perspective should be considered. These findings cannot speak to one of the two structures as "better" or "the best." However, when the issue of curriculum is being discussed, the ENGL 101 model of course structure, we can conclude that, in the context of this study, integration is more beneficial for both ENGL and L2 students. It is good for ENGL students that they have become they can understand the stereotypes being presented about them and a lot that better understand the structural aspects of their lives and their surroundings, as in the case of Mihalik. Student integration is also beneficial for the L2 students, who have the opportunity to work with international students and gain a better understanding of them. In discussion of the integration vs. division debate, we would find that the focus is on international students, while ENGL is not focused on given to the L2 local students themselves, who are an indispensable part of the debate and cannot be ignored. The developed themes lead to the following recommendations.

### PI 1: Enhancing Students' Agency in Selecting Section Type

Participants' section selection was influenced by academic advisors, friends, or prior knowledge. The research suggests that programs implementing both integrated and separated, should rigorously assess an introductory section that benefits from the two structures, highlights their differences, and fosters interaction with students from both types of sections. Academic advisors and their counterparts that their selection would not make better decisions about which section to join. In doing so, students would be better informed and not report their agency in selecting the course type that best suits them. This approach may serve as one way to ensure students' decision-making agency.

### PI 2: Revisiting Placement Tests

By design, placement tests are to facilitate the correct course. One of the main purposes is to ensure that students' academic skills are in line with the course's demands. Other important considerations should include students' areas of interest, cultural and educational backgrounds, needs, and diverse abilities or challenges. While students may perform more effectively when placed with L2 peers, whose others may have an L2-only experience. For example, Mihalik shared that his experience in the integrated section was particularly rewarding – not the language course, but because it allowed him to learn more about American culture and provided his American classmates the opportunity to learn about his culture and religion.

### Abstracted Version of Interview Experiences of Four L2 Students

**Theme 3: The Participants' Identity Negotiation**  
Given that all participants self-identified as Muslims, it was necessary to explore whether identity negotiation played a role in their experiences within the composition program. Mihalik, who studied in the non-integrated section of ENGL 202, reported feeling uncomfortable during a classroom discussion in which some American classmates suggested that certain religious groups promote violence. He stated, "I felt like they were talking about Islam, and that did not make me feel comfortable at all" (Mihalik's interview). When asked whether he responded to these comments, Mihalik indicated that he did not. His reluctance to speak up may suggest a sense of discomfort in debating his religious identity, possibly perceiving that someone else (initially a non-Muslim peer) would intervene, thereby offering a sense of support and validation.

While discussing this situation, Mihalik recalled, "I remember another thing." He shared an incident involving one of his classmates who, whenever they worked together in a group, would make a list of "yes, whatever you want to." Mihalik noted that this occurred more than once. Before he eventually decided to respond and asked her why she did not use his name, she replied, "sorry I couldn't pronounce your name, it is hard." Mihalik reflected, "if she really, you know, does not know how to pronounce my name, she should ask me how to pronounce it, but calling me 'yes, whatever your name is' is not in my opinion" (Mihalik's interview, 20/09). In contrast, Mihalik, who completed high school in the United States and speaks both English and Arabic in classroom sections, appeared more able to respond to such situations and initiate discussions on topics she believed her classmates should be aware of. She explained the difficulty these classmates have in understanding between what is Islamic and what is cultural in class discussions and group work, Mihalik would share aspects of her Arabic American culture, clarifying misconceptions about practices often perceived as religious. For instance, she mentioned "women wearing headscarves and covering faces." She said, "they [her classmates] get confused to know that, and like we got trapped in a conversation and it becomes interesting."

Similar to Mihalik, Mihalik seems to initiate discussions about his religious and cultural backgrounds. He stated, "I think I stood out not only because I am a Muslim, but also because I speak different from everyone else. My skin tone looks completely different from everyone else. For the most part, most of the students are White, except for two classes, there were two Black girls." Mihalik explained that being in classes with American classmates presents a valuable opportunity for her to share her beliefs so that others can gain a closer understanding of what Islam is – and what it is not. He remarked, "most of the beliefs among the Islamic are because of people's lack of exposure to Islam." He further noted that by sharing his personal experiences, he has become a point of reference on Islam for his American peers. Mihalik strongly identifies with his Muslim identity in class. His is a sense of the importance of anti-Muslim prejudice and rhetoric, which motivates him to help his classmates overcome stereotypes and misunderstandings about Muslims.

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### Abstracted Version of Interview Experiences of Four L2 Students

### PI 3: Creating and Supporting a Bridge Between the ENGL Sections and the Multicultural Section

According to these findings, some of the participants expressed the presence of isolation activities between the different sections. These students that, at the beginning of the class were assigned, the two sections types of classes in separate locations from one another. To address this, there should be more interaction opportunities between students from both sections that would enhance social engagement and relationship building. For example, students in ENGL sections could participate in joint projects with those in multicultural sections. While such interaction may present logistical challenges such as scheduling conflicts, resource allocation, and coordination between instructors, considering these possibilities could lead to innovative approaches that foster connections between the ENGL groups. Mihalik and Rubin (2020) proposed an idea they referred to as "cross-cultural connections" as an alternative placement option, which could serve as a valuable model for creating such bridges.

### PI 4: Valuing Critical Pedagogy Practices

Critical pedagogy involves encouraging students to critically analyze and question their beliefs (Lynch, 2002). According to the participants, such practices were mostly absent from their curriculum. When asked whether they engaged with complex topics such as race, diversity, or religious identity, Mihalik responded, "I know of diversity and race are important to me, so I try to integrate them into my writing," although she was not expected to do so. Mihalik expressed a desire for more classroom discussions on religion and race specific to First-Year Composition (FYC) courses. Similarly, Mihalik reported assisting international students with their paper, particularly with support critical pedagogy. In the experiential learning, participants' engagement, self-reflection on personal issues, and producing research on religion has or addressing topics.

### CONCLUSION

This study explored the varied experiences of four L2 students enrolled in integrated undergraduate composition sections. While ENGL students are the majority in composition sections, the study aimed to develop pedagogical implications for composition programs, particularly in relation to the integration of students from integrated and separated. In conducting the further studies be conducted to explore and investigate the understanding of this multicultural student population. This study included only one female participant, highlighting the need for future research to explore the voices of more women and explore their experiences. Additionally, as all participants were from Arab countries, future studies should aim to include students from diverse regions and ethnic backgrounds. The question of student integration or separation is more applicable to First-Year Composition (FYC) courses and should be explored by the findings of a single study – or even several – because the issue is highly contextual. Further and

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## 21) Navigating the undergraduate thesis journey: A qualitative exploration of challenges, strategies, and skills among English department students

Elaine John-Murray, Barbara Van Duzend, Laura Brown, Victoria Thorpe, James Richardson

Abstracts for each theme. NVivo 12's reporting feature was utilized to generate summaries of coding patterns and theme distributions.

**Implications and Future Considerations**  
To ensure the reliability and dependability of the findings, several strategies were employed. First, data triangulation was implemented through the use of multiple data sources – interviews, focus groups, document analysis, and supervisor input – to validate findings. Second, member checking was conducted, whereby participants reviewed preliminary findings to confirm their accuracy. Third, peer debriefing involved discussions with non-study colleagues to refine interpretations and minimize bias. Finally, an audit trail was maintained through detailed documentation of research procedures, ensuring transparency throughout the study. In addition to establishing trustworthiness, this study adhered to strict ethical guidelines. During data collection, informed consent was obtained from all participants, and confidentiality was used to protect their identities. All data were securely stored on password-protected devices to maintain confidentiality. By employing Braun and Clarke's (2006) reflexive thematic analysis alongside rigorous ethical protocols and transparency measures, this study systematically explored the challenges, strategies, and implications associated with the thesis-writing experience of undergraduate English majors.

### RESULTS AND DISCUSSION

The research findings indicate that undergraduate EFL students encounter various challenges in writing their theses, which can be classified into three primary categories: linguistic and writing competence, psychological and emotional barriers, and resource-related constraints. To investigate these challenges, students utilize various adaptive strategies such as organizational, cognitive, and technological tools, and express intentions. This adaptive process contributes to the development of key academic competencies such as research skills, critical thinking, and time management. While not intended solely for academic achievement but also for future scholarly and professional success, these intentional dimensions underscore the importance of institutional support systems that holistically address the academic, technical, and psychological needs of EFL students.

#### Challenges Faced by EFL Students

**Linguistic and Writing Competence**  
Mastery of grammar, vocabulary, and discipline-specific language registers is essential in academic writing, yet it presents considerable challenges for students. English as a Second Language (ESL) students, Participant 1 noted, "Grammar, vocabulary, and linguistic precision difficulties for me." Furthermore, a common struggle among students is adhering to formal writing conventions. These conventions, while critical for establishing an academic tone, are often difficult to master. Participant 3 stated, "Many formal words used in this class are new to me," indicating the challenges

Navigating the undergraduate thesis journey: A qualitative exploration of...

associated with acquiring and using academic vocabulary (Prasanna et al., 2022; Prasanna et al., 2020). The difficulty lies not only in comprehending these terms but also in applying them appropriately within academic contexts.

In addition to vocabulary acquisition, students face difficulties in paraphrasing, summarizing, and effectively integrating sources. Participant 2 noted that maintaining coherence and adhering to citation rules sometimes interfered significantly with the stress associated with academic writing. This underscores the importance of mastering appropriate citation styles, such as APA or MLA, which demand a nuanced understanding that many students find challenging (Hollingshead et al., 2022). Ethical source integration is crucial not only to avoid plagiarism but also to preserve the original author's intent regarding both technical proficiency and original insights (Jiang et al., 2020) and (Jiang et al., 2022) argue that an overreliance on surface-level citation practices hinders analytical depth or a lack of understanding of academic integrity principles.

A major challenge for students lies in organizing evidence and cohesion in their writing. Many struggle to weave their sources into their writing, leading to disjointed and unconvincing paragraphs. Participant 5 reflected, "I really have trouble finding coherent paragraphs." Highlighting difficulties in systematically organizing thoughts, Cohesion involves ensuring a logical progression between sentences and paragraphs, the effective use of transitions and cohesive devices (Cohesion, Adams, 2017). Participant 7 stated, "Writing thoughts, keeping coherence, and properly using words and vocabulary provide various difficulties for me," illustrating the persistent struggle to achieve clarity and coherence. To maintain logical flow and facilitate smooth argumentation, writers must understand and apply strategies for achieving textual coherence, including the effective use of connectors (Hollingshead et al., 2023; Lohs, 2023).

Additionally, academic writing requires the ability to integrate various perspectives while maintaining clarity. This involves the capacity to critically assess sources and incorporate them into well-organized arguments. Participant 5 reflected, "I struggled with language and complex sentences in general writing." Creating a cohesive academic reference list is crucial for maintaining academic integrity and complying with citation standards (Hollingshead et al., 2023; Lohs, 2023).

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Abstracts for each theme. NVivo 12's reporting feature was utilized to generate summaries of coding patterns and theme distributions.

**Linguistic and Writing Competence**  
Mastery of grammar, vocabulary, and discipline-specific language registers is essential in academic writing, yet it presents considerable challenges for students. English as a Second Language (ESL) students, Participant 1 noted, "Grammar, vocabulary, and linguistic precision difficulties for me." Furthermore, a common struggle among students is adhering to formal writing conventions. These conventions, while critical for establishing an academic tone, are often difficult to master. Participant 3 stated, "Many formal words used in this class are new to me," indicating the challenges

**Psychological and Emotional Barriers**  
The process of thesis preparation often presents substantial psychological and emotional challenges, including self-doubt, stress, and pressure to perform. Many students experience feelings of inadequacy, questioning their ability to meet academic expectations. Participant 1 reflected that emotional barriers by questioning, "Am I really ready for such a significant college assignment?" – a statement that reflects the uncertainty and self-doubt often associated with academic writing. As Hollingshead et al. (2022) highlight, organizational systems can enhance students' confidence, causing them to doubt their competence despite their previous success in academic preparation. Moreover, language difficulties and high academic expectations exacerbate these psychological barriers. Participant 2 expressed a common challenge: "I worried about making mistakes, which sometimes made it impossible for me to write well." Illustrating how the demand for timely, high-quality work can impact students' ability to focus and produce coherent academic writing.

The thesis-writing process often presents significant feelings of isolation, exacerbating the stress and self-doubt already experienced by many students. Prolonged periods of solitary study, often devoid of interaction with peers or access to supportive networks, can exacerbate these psychological challenges. Participant 4 noted that such isolation adversely affected her mental health and diminished her motivation to write. This sense of disconnection may further impede academic progress, leading to a decline in motivation and productivity. The interaction between rigorous academic demands and social isolation creates a vicious cycle that hampers students' ability to maintain consistent focus. As Lohs (2023) asserts, the isolation inherent in academic writing can exacerbate procrastination and emotional anxiety. This observation is consistent with Hollingshead et al. (2022), who emphasize the role of university wellness in enhancing the mental productivity and addressing the specific psychological demands associated with thesis preparation.

Some individuals may struggle with time management, often leading to significant stress and anxiety. Participants (Lohs (2023) and Y. Jiang et al. (2023)) indicate that time pressure from academic programs often prevents an systematic and in-depth analysis and deeper insight of which further hinders students' ability to

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comprehend. Participant 1 articulated the compounded nature of this stress, stating, "The worry of writing in made worse by the fear of not meeting the standards set by my peers and advisors." If left unaddressed, such challenges may contribute to a decline in both mental health and academic performance.

Moreover, stress adversely affects decision-making and the capacity to maintain focus, thereby hindering productivity. Many students experience challenges in organizing their data and maintaining concentration on their research tasks. Participant 7 noted the emotional impact of academic writing, "Maintaining a good attitude in the face of setbacks in writing can be challenging." This perspective highlights that the pressure and other unpredictable aspects of thesis writing, inherent emotional demands and inherent obstacles can exacerbate these challenges. Personalized support systems are critical in addressing psychological and emotional barriers faced during the thesis-writing process. Mentorship, access to mental health services, and structured peer support networks play a pivotal role in strengthening students' emotional resilience and academic self-efficacy (Abricella et al., 2020). Participant 3 emphasized the significance of mentorship, stating, "Support systems were quite critical to me. Knowledge with my supervisor clarified my thesis and provided motivation." Such structured guidance not only alleviates feelings of isolation but also equips students with the motivation and clarity needed to navigate complex academic demands effectively.

Institutional interventions are essential in addressing the psychological and emotional challenges inherent in the thesis-writing process. Structured support systems, including advisors, advisors, and academic advisors (Abricella et al., 2020). Participant 3 emphasized the significance of mentorship, stating, "Support systems were quite critical to me. Knowledge with my supervisor clarified my thesis and provided motivation." Such structured guidance not only alleviates feelings of isolation but also equips students with the motivation and clarity needed to navigate complex academic demands effectively.

Addressing the emotional aspect of these experiences requires the use of tailored academic interventions and readily available support systems. Participant 6's reflection – "Supporting thesis work with personal life events was not and makes me doubt my development" – highlights the stress students often face and underscores the necessity of institutional recognition of students' holistic well-being. By addressing both the procedural and psychological dimensions of thesis writing, institutions can cultivate supportive learning environments that empower students and enhance their academic performance.

#### Academic and Professional Competence

Writing an academic thesis and maintaining rigorous academic standards is a considerable challenge for English as a Foreign Language

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EFL students in higher education. These constraints are multifaceted, encompassing limited access to both physical and digital materials, insufficient technical proficiency, and challenges in navigating institutional platforms. Participant 1 expressed concern over the volume of required English-language materials, stating, "The volume of English materials I needed to learn was overwhelming." This observation underscores a broader issue of resource accessibility, as many students rely on online databases that are often restricted by paywalls, limiting their ability to obtain essential academic resources (Dharmasari et al., 2024). In addition, physical library collections are frequently inadequate, necessitating a heavy reliance on alternative digital sources. As Participant 4 noted, the library's limited resources hindered essential students to depend substantially on online resources.

In addition to resource limitations, technical barriers further impeded academic tasks for EFL students. Many students exhibit limited familiarity with essential digital tools, such as SPSS for statistical analysis and reference management software like Mendeley or Zotero. Participant 6 reported, "I used SPSS for data analysis, but it required technical support and help from colleagues in the Statistics department." This lack of proficiency hampers research efficiency and increases dependency on external assistance. Furthermore, inadequate training in the use of institutional learning management systems (LMS) exacerbates these difficulties. Participant 5 described these systems as "confusing or minimal, featuring crossed-out sections or question marks that lack explanation," underscoring the need for clearer user instructions and improved technical support.

Digital necessity, characterized by challenges in adapting to new technological tools, adds a layer of complexity to students' academic progress. This complexity affects their ability to complete advanced research tasks efficiently. Dharmasari and Cahyani (2024) found that inadequate digital literacy in LFL students impedes their ability to synthesize information from diverse sources, manage research materials digitally, and navigate online platforms effectively. Participant 7 highlighted this issue, stating,

"My biggest challenge is navigating my ideas into academically coherent and understandable language for readers. Often, I compare and contrast text to achieve balance and clarity in my work. I frequently edit and refine text to attain balance and clarity in my work."

These challenges emphasize the importance of prioritizing digital literacy training within academic programs.

Additionally, time constraints related to technological adaptation impede the effective execution of research. Participant 8 noted that balancing thesis preparation with other responsibilities presented significant challenges, primarily due to limited time for mastering new tools. While technology has the potential to enhance teaching and learning processes, many EFL students are inadequately

equipped for its implementation (Mulyanti et al., 2023).

Cloud-based storage systems, which promote collaboration and accessibility across devices, are often underutilized, as students face difficulties in seamlessly integrating these tools into their research workflows.

The continued effects of resource and technical limitations highlight the critical necessity for institutional interventions to enhance access to academic resources and improve technical literacy among EFL students. The implementation of open-access databases, the organization of workshops on digital tools such as SPSS and reference management software, and the optimization of institutional platforms can effectively address these challenges. Furthermore, fostering collaborative environments that encourage peer support – such as through study groups or mentorship programs – may help mitigate the impacts of resource scarcity and technical difficulties.

#### Strategies Employed: Adaptive Approaches to Success

##### Time Management and Productivity

Undergraduate students often face significant challenges in thesis writing, requiring the adoption of structured self-management strategies to ensure success. These techniques help students balance academic responsibilities, personal commitments, and mental well-being. Participant 1 emphasized the importance of time allocation, noting, "I set aside specific hours each day for thesis work to better manage my time. This organized approach allows students to maintain consistency and avoid procrastination. Tools such as progress trackers, achievement charts, and project management software further enhance productivity by breaking the thesis into manageable tasks (Lobo, 2023).

Time-blocking techniques and structured daily schedules have proven to be effective in enhancing focus and productivity. Participant 2 stated, "I use a daily calendar to better manage my time. I devote my mornings to TOEFL prep and my evenings to thesis research." This systematic approach enables students to meet academic objectives while simultaneously managing other responsibilities. Furthermore, the use of visualization tools, such as Gantt charts or digital applications, reinforces motivation by offering tangible evidence of progress (Suhastika et al., 2022).

Mental health practices are essential for sustaining cognitive resilience throughout the thesis preparation process. Participant 3 stated, "I now find I'm consistently ready to write and complete chapters in a focused manner." This underscores the significance of recognizing emotional readiness as a key factor influencing productivity. Proactive self-care strategies, including regular physical exercise, mindfulness practices, and relaxation techniques, are effective in managing stress and preventing burnout (Lobo, 2023). Integrating leisure activities with academic responsibilities promotes mental rejuvenation, allowing students to maintain sustained concentration over time.

Support systems also play a crucial role in facilitating thesis-writing success. Participant 3 emphasized the importance of such systems, noting, "I had a few meetings

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with my supervisor. These independent face-to-face sessions facilitate better clarity and focus." Regular engagement with supervisors offers both academic guidance and emotional encouragement, thereby enhancing feelings of isolation. Furthermore, peer support groups provide emotional and technical assistance, creating a collaborative learning environment where students can share challenges and develop effective strategies (Dharmasari et al., 2024).

A systematic approach to planning—incorporating an essential self-management strategy—developing a clear thesis structure and adhering to a comprehensive writing plan significantly enhance clarity and progress (Suhastika et al., 2022). Participant 5 emphasized the effectiveness of such systems: "I created a system in which I track business meetings and writing my research. I use this approach to manage my workload." These techniques allow students to prioritize tasks effectively, supporting consistent progress toward thesis completion.

Furthermore, the implementation of self-directed systems can significantly enhance motivation during extended writing periods. Chikuma and Nakano (2020) suggest that self-directed effort achievement fosters persistence and a sense of autonomy, both of which are critical for maintaining motivation throughout the thesis-writing journey. By integrating adaptive strategies – including time management, mental health practices, support systems, and structured planning—students are better equipped to navigate the complexities of thesis writing with resilience and efficiency.

#### Technological Support

Technology offers essential solutions to multifaceted challenges in academic writing, particularly for first-year students engaged in thesis development. AI-driven tools such as Grammarly, ProWritingAid, and ChatGPT provide immediate feedback on grammar, style, and readability, thereby enhancing writing quality and boosting overall confidence in language production (Suhastika et al., 2022). Participant 1 noted that "Generative AI helps me discover my style faster. I use AI to understand scientific journals."

Reference management systems also play a pivotal role in streamlining research organization and citation practices. According to Simanungkalit et al. (2023), platforms like Mendeley and Zotero allow students to focus more on the substance of their research by automating citation formatting and bibliography creation. Participant 6 described a collaborative initiative: "I created a WhatsApp group chat with my supervisor and my fellow members. My supervisor asked us to install Mendeley."

Digital storage solutions and cloud-based platforms have significantly enhanced accessibility and collaboration in academic writing (Suhastika et al., 2023). Cloud-based document management systems enable students to research materials across multiple devices, thereby enhancing collaborative efficiency and flexibility. This adaptability proved crucial for Participant 2, who noted, "I utilize the

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cloud for online notes and communication with supervisors and colleagues." Similarly, Participant 3 admitted to relying on mobile devices, stating, "My thesis research is mostly done privately with drafts sent via WhatsApp."

Moreover, online academic resources play a vital role in advancing research skills and ensuring alignment with supervisory expertise. Dharmasari et al. (2024) emphasize that digital academic profiles assist students in identifying relevant topics and resources, while these resources are indispensable. Participant 4 outlined this approach: "To gain insight into my supervisor's academic background, I check for Google Scholar profiles. Researchable content."

Key student objectives for their studies also constitute a critical component in thesis development. Participant 6 demonstrated adaptability and initiative: "I used SPSS for data analysis, accompanied by articles on YouTube that help their colleagues in the Statistics department." This approach reflects the creative utilization of digital learning tools and peer support in addressing technical challenges and enhancing research proficiency.

Enhancing focus and efficiency is essential in the academic writing process. Writing blockers effectively reduce online distractions, enabling students to maintain concentration during writing sessions (Dharmasari et al., 2023). Similarly, note-taking applications with multimedia integration and structured search functionalities have revolutionized how researchers organize and document their ideas. These digital productivity tools enhance workflow efficiency and support in the management of complex research tasks.

Two-to-approach software offers additional support for editing and revision by allowing students to detect grammatical errors and assess appropriateness of academic language (Mulyanti et al., 2023). The integration of such technologies cultivates a dynamic and interactive learning environment, leading to measurable improvements in grammar, vocabulary, and fluency among EFL students (Suhastika et al., 2023). These technological strategies not only address immediate academic writing challenges but also equip students for continued engagement with evolving digital practices in academia and professional contexts.

#### Seeking Support Networks

Thesis preparation involves the multidimensional EFL students often heavily rely on robust support networks that help address challenges and enhance academic outcomes. These networks encompass supervisory relationships, peer collaborations, institutional resources, and structural support systems, all of which collectively foster resilience and academic achievement.

Supervisory engagement is a critical determinant of thesis success. Effective supervisors provide timely feedback on thesis performance, offer targeted advice on complex issues, and maintain consistent communication throughout the research process (Prasmanan et al., 2022; Rahayu et al., 2023; Satriana et al., 2023). Participant 2 emphasized the value of such support: "My supervisor helped me stay focused on the study agenda and technical aspects."

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This mentorship enables EFL students to navigate intricate academic demands while cultivating a positive and supportive learning environment (Djurnika et al., 2022; Pihlankoski et al., 2024). Moreover, the integration of technology into supervisory practices enhances communication and learning engagement (Chafiqin et al., 2023; Rahayu et al., 2024), thereby improving students' self-efficacy and metacognitive awareness.

Peer support networks significantly enhance academic performance and research capabilities (Daimyri et al., 2024) and Hidayatulloh and Haniq (2022) emphasize that these writing groups operate on principles of accountability and idea exchange, effectively fostering motivation among participants. Participant 1 reflected on this experience: "To combat my insecurity, I joined a group that helped others with their thesis. Talking about our problems and progress boosted our confidence and motivation." Collaborative environments facilitate constructive peer critique, promote the refinement of ideas, and help identify weaknesses in academic writing (Agustina et al., 2020; Djurnika et al., 2022). Moreover, peer dialogues often extend beyond formal group structures. Participant 3 noted that informal discussions with peers—particularly those who had already completed their theses—provided critical insights into structural expectations and academic standards. Similarly, Participant 6 engaged in "peer checking with friends and other people I trust to give me great feedback." These interactions not only improve students' academic and research competencies but also contribute to the expansion of their professional networks (Laba, 2023; Pihlankoski et al., 2024).

Institutional structures provide structured support that complements peer collaborations and supervisory guidance. Writing centers contribute to improving the clarity, coherence, and consistency of academic writing (Djurnika et al., 2022), while library-led workshops develop students' research strategies and database navigation skills—both essential for conducting comprehensive literature reviews (Chakrabarti et al., 2022). Additionally, departmental advisors assist students in navigating and adhering to institutional requirements (Gandaula et al., 2020). Participant 5 shared their experience: "I discussed my concerns about writing my thesis with graduates. I received suggestions from other lecturers." This proactive engagement with institutional resources enhances both research quality and overall academic performance.

Emotional also plays a critical role in the thesis-writing process. Support from family members, partners, and friends provides reassurance during periods of stress and self-doubt. Participant 8 stated, "My family was difficult, and my friends helped me with money and gave me support when I felt down." Participant 7 similarly remarked, "I also talked about the difficulties I encountered while completing my thesis with friends and family." Such emotional support helps students maintain motivation, overall well-being, and perspective throughout the demanding process of thesis completion.

Cross-departmental consultation offers valuable access to specialized knowledge beyond the traditional academic discipline. Participant 6 noted that they sought assistance from outside their primary academic environment: "I used apps for data analysis, accompanied by tutorials on YouTube and help from colleagues in the statistics department." This interdisciplinary approach not only enriches the research methodology but also strengthens the analytical frameworks.

#### Essential Skills Developed – Beyond Academic Writing Research Skills

Thesis writing plays a crucial role in developing advanced research skills that extend beyond the mere collection of information. This process involves identifying relevant sources, synthesizing diverse perspectives, recognizing research gaps, and critically evaluating existing knowledge to construct a comprehensive theoretical framework. Participant 3 highlighted the importance of research skills acquired through reading scholarly journals, noting that they were vital for establishing a solid theoretical foundation for the thesis. This underscores the value of deep engagement with academic literature in promoting intellectual growth and enhancing students' ability to tackle complex academic topics.

Students must navigate an extensive body of literature to refine their chosen topic and generate novel ideas. Participant 3 remarked, "I read relevant material, which includes a lot of journals and articles." Participant 4 similarly emphasized the significance of extensive reading: "A lot of reading helped me understand the subject better and find answers to the questions I had." These insights illustrate that engaging with a broad range of academic sources not only strengthens the theoretical framework but also nurtures the critical thinking skills essential for thesis development.

Research skills are fundamental to academic writing, involving the analysis of multiple perspectives, the integration of diverse sources, and the presentation of well-supported arguments. Participant 6 stated, "I spent a lot of time reading previous research, especially those from the library, to get used to the study process and figure out the best way to approach my chosen topic." Participant 7 emphasized the significance of identifying research gaps: "I carefully looked into my problem by reading a lot of scientific papers. This method helped me find problems with my study." This approach facilitated the identification of challenges within the research. This analysis demonstrates that engaging in thorough research activities fosters critical thinking skills in students, enhancing their ability to pinpoint gaps in existing knowledge and crafting them to make meaningful contributions to their academic field.

Scholarly research demands precision and adherence to academic standards, particularly for EFL students who often face challenges related to language proficiency. Participant 7 explained, "I read carefully everything I could find on the subject I chose, focusing on national and foreign journals." The thorough construction of credible sources is essential for

developing a coherent and effective thesis. Students and institutions can enhance students' research skills by offering targeted workshops on citation styles, database navigation, and critical assessments in academic writing (Gandaula et al., 2020; Pihlankoski et al., 2024).

Additionally, academic writing requires students to express their ideas clearly, integrating their research findings into a well-organized structure. Participant 1 described the initial "struggles" in "structuring my research. I had misinterpreted that consistent interaction with research materials eventually improved my writing skills. Systematic organization of references, adherence to citation standards, and organization of references using tools such as Zotero or Mendeley are essential for efficient knowledge synthesis and the promotion of academic integrity (Chakrabarti et al., 2022; Hidayatulloh et al., 2024).

The research skills cultivated during the thesis-writing process extend beyond the academic domain, preparing students for lifelong learning and future professional challenges. Critical engagement with scholarly sources fosters the analytical capacity required to address complex issues, generate original ideas, and contribute meaningfully to disciplinary knowledge. These competencies not only support the successful completion of academic objectives but also serve as essential foundations for sustained academic and professional development.

#### Critical Thinking

Critical thinking is a vital skill for EFL undergraduate students engaged in thesis writing, encompassing a range of cognitive processes required for academic success. This skill involves the systematic evaluation of sources, the construction of logical arguments, and the integration of complex information across disciplines.

Institutions promote analytical competencies through diverse pedagogical methods, such as Socratic questioning, argument mapping, collaborative problem-solving, and inquiry-based learning (Djurnika & Chafiqin, 2024; SyarifDella et al., 2024). These approaches support the development of critical thinking competencies, the identification of logical assumptions, and the critical appraisal of evidence, while encouraging a stance of constructive skepticism.

The practical application of critical thinking is evident throughout the thesis development process. Participant 1 emphasized the multifaceted nature:

"My critical thinking and logical thinking skills are applied in analyzing knowledge from various sources and present clear arguments. In my research, I evaluate sources, identify arguments, and reach conclusions."

This comprehensive approach allows students to navigate the complexities of academic discourse while maintaining intellectual rigor.

Active evaluation constitutes a fundamental component of critical analysis. Participant 2 highlighted this process by stating: "To successfully get useful information from research sources and make necessary changes, I need to be able to see critical thinking skills to look at research records and create my work." As emphasized by Liliyati

et al. (2022) and Syarif et al. (2024), this process fosters active engagement with scholarly texts, encourages students to question established viewpoints, and deepens their understanding of both linguistic nuances and subject-specific content.

Identifying research gaps represents a critical application of higher-order thinking skills in academic writing. Participant 3 highlighted that critical thinking is essential for evaluating scholarly articles, discerning gaps in existing literature, and suggesting diverse sources of information. The ability to identify such gaps enables students to position their research meaningfully within broader academic discourse. Reinforcing this perspective, Participant 4 stated: "To read journals that research gaps, and process knowledge, you need to be able to think critically."

In addition to source evaluation, critical thinking significantly contributes to the structural coherence of thesis writing. Participant 4 emphasized the role of critical thinking in connecting ideas across various chapters to ensure clarity and organization within the thesis. This structural fluency supports logical progression and enhances argumentative coherence throughout the research document. Similarly, Participant 6 affirmed that critical thinking is essential for integrating ideas across sections and maintaining the clarity and logic of the thesis.

Moreover, the effective use of theoretical frameworks is greatly facilitated by analytical reasoning (Participant 7 stated): "Critical thinking helps me connect my problems to a wide range of examples and situations and see them more clearly in my study. This ability to apply theoretical concepts appropriately is particularly valuable in interdisciplinary research. Suggesting the view, as Participant 6 stated: "I can connect my topic to different situations and cases and the theories used in my study because I can think critically."

Labiosa et al. (2024) and Pihlankoski et al. (2024) illustrate how an integrative approach to critical thinking enhances creative problem-solving and deepens students' understanding of language, literature, and culture. This cognitive framework enables learners to evaluate language within complex cultural contexts, applying diverse evaluative strategies to enhance both fluency and writing proficiency.

#### Time Management

Time management is an essential skill for EFL undergraduate students who must navigate the multifaceted demands of thesis writing. In today's academic landscape, where students often juggle multiple responsibilities, both within and beyond the university setting, the implementation of structured time-management strategies is critical to ensuring successful thesis completion (Chakrabarti et al., 2022; Laba, 2023). Time management encompasses systematic prioritization, effective prioritization, task prioritization, and the ability to adapt to unexpected challenges.

Students who demonstrate proficiency in time management often adopt specific organizational systems. Participant 1 described an effective approach:



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Data (13), "consequently" is used twice in reference to the same topic or an expansion of the earlier point. This repetition may emphasize impact and strengthen the logical flow of the argument.

**Thus**  
In this research, "thus" was found in two sentences. Both sentences used "therefore".  
(12) "Thus, students who work while in college must work part-time for the student if the student is fond of the job. In working part-time, students also manage to work together with the college work in the office. Thus, working a second job is a good way to benefit from the college year different from the work." (PTJ, 5-11, 1)

In Data (12), the word "thus" signals a cause-and-effect relationship. It implies the student is working to contribute to students becoming competent workers. "Thus" functions as a logical connector between the activity of working part-time and the resulting personal and professional development. The objective is that through collaboration in a real work environment, students gain valuable experience that supports their growth as effective employees. Although the placement of "thus" is structurally acceptable, the original sentence structure lacks clarity and requires revision. For example, the phrase "working a second job" is likely causing the reader to be confused. (13) "Thus, students are also taught." Additionally, the clause "because of course, very different from the work" is too long and unclear. A clearer structure would be "Thus, students are also taught to become good workers, which is very different from other types of learning experiences."

(13) As is the case with a full-time job, when another person works as a caregiver, several employees may be encouraged to apply. **Thus, students are taught to be able.** (PTJ, 198, 14-2)

In Data (13), the adverb "thus" indicates a causal or consequential relationship between two ideas. In this context, it suggests that encouraging student employees to apply for an open position leads to their personal and professional growth. The sentence structure between the two propositions is unclear, and the meaning is somewhat obscured. It signals to the reader that what follows is a consequence derived from the preceding statement. Thus, understanding the structure of the argument is crucial. It implies that such educational activity contributes to students' achievement within the organization. The placement of "thus" in this sentence is acceptable. It appears after the main clause ("students are also taught") and before the resulting clause ("they are able to be able"), which emphasizes the cause-and-effect relationship.

**Hence**  
In this research, "hence" appears only once in the data, and it occurs at the beginning of the sentence, followed by the situation marker "modal verb".

(14) Part-time job give the students a list of benefits. **Hence,** maybe they become aware that when they get graduated,

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they will work like they work on our time job. **Hence,** they will become work if and do not get a job. **Hence,** they will work in PTJ. (PTJ, 875, 1)

In this context, "hence" indicates a logical consequence of the preceding statement. It links the idea that part-time jobs provide students with relevant experience to the conclusion that this experience facilitates their adaptation to the workforce. "Hence" effectively signals that the ability to adapt to the demands of professional life is a direct result of the experience gained through part-time employment. The placement of "hence" is appropriate, as it follows a consequential structure. However, the original sentence structure needs to be revised for improved clarity and flow. Furthermore, the use of "hence" suggests that the writer considers the logical adaptation to the workforce—and only that—but also a significant advantage of obtaining a part-time work during one's studies.

**As a result**  
In this study, the phrase "as a result" is identified as a result-linking adverbial, and it occurs twice in the 50 argumentative texts analyzed. It is placed at the beginning of the sentence, providing the subject.

(15) Many jobs are people were allowed to work every day. **As a result,** many students are able to work and manage their time better. **As a result,** many students are able to manage their time better. (PTJ, 505, 1)

The phrase "as a result" indicates a causal relationship between the two clauses. In this context, it connects the idea that many jobs are available to the conclusion that students are able to manage their time better. The placement of "as a result" is appropriate, as it follows a consequential structure. It signals a cause-and-effect relationship, suggesting that the widespread availability of jobs leads to the conclusion that students are able to manage their time better. The placement of "as a result" is acceptable. It appears after the main clause ("Many jobs are people were allowed to work every day") and before the resulting clause ("many students are able to work and manage their time better"), which emphasizes the cause-and-effect relationship.

Result-linking adverbials are instrumental in establishing cause-and-effect relationships between ideas. In argumentative writing, where the objective is to persuade the reader of a particular viewpoint, these adverbials effectively connect arguments and support claims, thus enhancing the clarity of the reasoning. In this research, result-linking adverbials were used in the beginning of the argumentative texts written by Indonesian EFL learners. This finding aligns with previous studies, which also found that resultative or consequential adverbials are frequently used in Indonesian academic writing. (Ghani, 2022). Similarly, Pang & Choi (2019) observed that Chinese EFL learners tend to use resultative and consequential linking adverbials in argumentative essays.

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often relying on a limited number of prefabricated patterns.

In detail, the result-linking adverbial "so" is the most frequently used by Indonesian EFL learners in writing argumentative texts. This finding aligns with that of Indonesian EFL learners, who often use result-linking adverbials like "so" in writing at a syntactic structure level (Almami & Widi, 2020; Sukirman, 2021). The previous and inappropriate use of the connective "so" by Korean EFL students in essay writing may be attributed to their unawareness of stylistic differences between spoken and written English, as well as the influence of L1 syntactic structure (Ghani, 2021). However, according to Boban et al. (1999), linking adverbials such as "so" are commonly used in conversational contexts by native speakers. Regarding the item collection process, Sukirman (2021) noted that participants were given only 20 minutes to write the argumentative text. This time constraint may have influenced the students' writing style, as they tended to write whatever ideas came to mind related to the topic. Additionally, students often ignored punctuation, likely because they were thinking to a maximum extent to have they could speak. As a result, their writings had a more informal, spoken-like quality. This finding supports Kwon's (2017) conclusions.

In this research, the researchers also observed instances of linking adverbial structures following modal verbs. Modal verbs combined with linking adverbials convey recommendations or obligations arising from the situation they describe. The combination encourages argumentative writing by presenting evidence or reasoning, which in turn conveys suggestions, actions, or consequences, allowing students to construct more persuasive arguments. Ghani et al. (2019) mention that the result-linking adverbial "so", when followed by a phrase, signals evidence to support of a previous statement. For example, "Thus, it can reasonably explain why religion is losing its power as a driver..." (Ghani et al., 2019). Furthermore, the combination of "so" followed by "may" can express a logical consequence or lead to a conclusion. Thus, stating an idea. However, there is no clear indication of a consistent use of modal verbs after linking adverbials, as this depends on the style and structure the students intend to convey in their text.

"So" is a relatively simple and familiar term for students at the B1 and B2 levels. It is often one of the first linking words taught in English language courses due to its straightforward meaning and frequent use in everyday conversation. Students may find "so" easier to understand to use compared to more complex linking adverbials such as "therefore," "thus," and "consequently" (Hoyo, 2007). This helps explain why these more sophisticated linking adverbials are less frequent in argumentative texts written by Indonesian EFL learners. Indonesian EFL students may have a limited vocabulary, which can restrict their ability to use more advanced linking words like "therefore," "consequently," "hence," and "as a result." Consequently, they tend to rely on simple terms, with "so" being more familiar to them. Although they may be associated with some linking adverbials, they might not have been exposed

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to a wide range of options or the structure of their usage (Rahm, 2007). This limited exposure may lead to a preference for simple or more commonly used linking adverbials.

Regarding placement, result-linking adverbials were most frequently found at the beginning of sentences. These adverbials are commonly used to indicate a cause-and-effect relationship, which is a fundamental aspect of argumentative writing. In this research, Indonesian EFL students predominantly use them to introduce conclusions derived from previous evidence or arguments, making them a natural choice for linking ideas. This pattern contrasts with native speakers' use of linking adverbials to express cause-and-effect in their arguments (Diana et al., 2019). The initial position of these adverbials suggests that the writer directly introduces a result or conclusion in the text (Ghani et al., 2019; Ghani et al., 2022). This finding is consistent with the observations of Sukirman (2021) and Rahm (2007). Placing result-linking adverbials at the beginning of a sentence draws the reader's attention to the causal or consequential nature of the statement, thereby clarifying the connection between arguments. Beginning a sentence with a linking adverbial also enhances the flow of the essay, providing a smooth transition from the previous sentence and helping maintain coherence in the argument, thus guiding the reader through the writer's thought process.

A specific analysis conducted by Ghani et al. (2019) found that Brazilian university students use linking adverbials differently from English and Spanish monolingual students, particularly in terms of syntactic position and meaning. Their findings revealed that linking adverbials such as "so," "wherefore," and "thus" were primarily used in the sentence-initial position, which aligns with the findings of Sukirman and Rahm (2020). In contrast, native university students predominantly used to link adverbials like "so," "wherefore," and "thus" in the sentence-medial position (Ghani et al., 2019; Ghani et al., 2020). Ghani et al. (2019) suggested that this difference could be attributed to differing instructions and text language interference. It may also be influenced by the structure of writing tasks (Sukirman, 2021; Rahm, 2007). Students may develop such habits based on their learning experiences as they practice writing. If they find that beginning sentences with linking adverbials is an effective way to express their ideas, they may continue to do so. This habit could be reinforced by the second writing theory proposed by Hoyo (2005), which suggests that every word has tendencies toward certain linguistic features, and repeated exposure to these features in different contexts leads individuals to acquire such tendencies. Hoyo (2005) further explains that lexical priming also applies to sentence position, where words are primed to occur in or avoid certain positions within the structure. Thus, there are in certain configurations." It is possible that Indonesian EFL learners were primed to use linking adverbials in the sentence-initial position and avoid other sentence positions. This sentence-initial placement is consistent with findings in monolingual writing in non-native spoken English (Rahm, 2007).

## 24) Exploring English language learning through online gaming: A case study of two children

<p><b>Abstract</b></p> <p>This study explored the impact of online gaming on English language learning for two children, Child A and Child B. The research was conducted over a period of six months, using a combination of qualitative and quantitative methods. Data was collected through interviews, observations, and analysis of gaming performance metrics. The findings indicate that online gaming significantly improved the children's English language skills, particularly in vocabulary acquisition and listening comprehension. Child A showed a more pronounced improvement compared to Child B. The study also identified several barriers to effective learning, such as limited parental supervision and the potential for distraction. The research suggests that online gaming can be a valuable tool for language learning, provided that it is used in a structured and supervised manner.</p>	<p><b>Introduction</b></p> <p>Online gaming has become a popular form of entertainment for children worldwide. This study explores the potential of online gaming as a tool for English language learning. The research focuses on two children, Child A and Child B, who were selected for the study based on their initial English language proficiency. The study aims to investigate the impact of online gaming on their language skills, including vocabulary acquisition, listening comprehension, and reading fluency. The research also seeks to identify any barriers to effective learning and provide recommendations for maximizing the benefits of online gaming for language acquisition.</p>
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## 25) Exploring students' barriers in reading digital books: A case study of English education students at IAIN Palopo

<p><b>Abstract</b></p> <p>This study explored the barriers faced by English education students at IAIN Palopo in reading digital books. The research was conducted over a period of six months, using a combination of qualitative and quantitative methods. Data was collected through interviews, observations, and analysis of digital book usage statistics. The findings indicate that several barriers hindered the students' ability to read digital books effectively. These barriers included limited access to digital devices, lack of parental supervision, and the potential for distraction. The research suggests that addressing these barriers is crucial for maximizing the benefits of digital books for language learning. The study also identified several strategies for overcoming these barriers, such as providing parental supervision and ensuring access to digital devices.</p>	<p><b>Introduction</b></p> <p>Digital books have become an increasingly popular form of reading material for students. However, several barriers can hinder students' ability to read digital books effectively. This study explores the barriers faced by English education students at IAIN Palopo in reading digital books. The research focuses on identifying the most significant barriers and providing recommendations for addressing them. The study aims to improve the digital reading experience for students and maximize the benefits of digital books for language learning.</p>
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## 26) Indonesian pre-service teachers' changing beliefs about cognitive strategies during online English practice

Table 10. Pre- and post-interviews, pre- and post-teaching

Item	Pre-Interview	Post-Interview	Pre-Teaching	Post-Teaching
1	1	1	1	1
2	1	1	1	1
3	1	1	1	1
4	1	1	1	1
5	1	1	1	1
6	1	1	1	1
7	1	1	1	1
8	1	1	1	1
9	1	1	1	1
10	1	1	1	1

The results explicitly demonstrate that out of the ten cognitive strategies believed in by the participants, only two exhibited statistically significant differences (see Table 10). Although these strategies were introduced during online activities, the actual teaching experience only partly proved the participants' belief in them. Understanding the importance of applying them in practice. This finding aligns with Hattie's (2010) assertion that teaching experience during practice helps pre-service teachers (PSTs) convert their theoretical learning to teacher education to real classroom settings.

Moreover, the study observed a significant change in the belief related to scaffolding methods, communicative content and problem-solving activities (Table 1, No. 3). This point is supported by the initial interviews, in which many participants reported that this strategy was rarely used and actively engaged students in classroom interaction. PSTs explained that support for this strategy "should be more to provide clear examples, instead of applying the strategy in a very long time to use the language".

However, the majority of the PSTs were found to be strong advocates of providing supportive explanations of teaching materials during their practice. An PST stated: "The teacher took much time while I had only 10 minutes. I had to finish the class, then it was not enough time. It's important that the teacher should give clear examples and explanations of the materials." (PST1, Interview)

The results also revealed that most participants appeared to experience difficulties in engaging students in classroom discussions. Many students remained silent when interacting with their instructors and classmates. Consequently, the participants' roles became dominant, resulting in a teacher-centered rather than student-centered learning environment. It was difficult to convince students to be active. One participant noted that their method of the "dialogue" was not working. I tried but not have any dialogues with my students. I tried but not have any dialogues with my students. (PST1, Interview)

This inconsistency between the reported beliefs and actual practices of the PSTs highlights that, while they theoretically supported the use of active communicative strategies and problem-solving activities in practice, they tended to adopt more traditional teaching methods by allocating significant time to explaining the materials. One major constraint was the limited duration of each class session - PSTs effectively had only 70-75 minutes of teaching time instead of the scheduled 90 minutes, as they needed to wait for all students to join the online class. As a result, many more than 15 minutes were required before all students were actively involved. This situation led to a teacher-centered approach, where the PSTs dominated the class interaction. This pattern aligns with the findings of Hattie et al. (2012) and Lantieri (2014), who observed that high achievers used the greatest amount of verbal

range of topics within the curriculum often influenced teachers to believe that student-centered activities were less time-consuming. As a result, PSTs tended to perform more to maintain their knowledge rather than indicators of learning (Lantieri et al., 2014).

In terms of asking challenging questions to students, the result of the questionnaire, which indicated only a slight difference between pre- and post-questionnaire responses, were inconsistent with the participants' responses during the interviews. While they claimed to have employed the strategy to stimulate student motivation and engagement with the material, only a few actually applied it in practice. Several participants admitted that the classroom conditions often impeded them to focus more on delivering the material rather than facilitating interactive activities. Some participants reported that even when they encouraged students to ask questions - regardless of whether the questions were challenging - the students often remained silent. As PST1 stated:

"After explaining the materials, I asked my student if they had questions. However, I was always disappointed because they always said 'no' and even gave me an excuse. At a point, I was the one who gave the questions." (PST1, Interview)

Additionally, PST1 emphasized the following: "Because there was no discussion from students, the other teacher gave me a question. It was about the importance of using the question to stimulate the students." (PST1, Interview)

A number of studies (Clark & Johnson, 2006; Wu et al., 2012; Mousavi, 2013) assert that providing questions plus a correct role in promoting meaningful learning and fostering scientific inquiry. However, the findings reveal that students' reluctance to respond was a significant factor that discouraged the PSTs from incorporating the strategy of asking challenging questions. As Hattie (2010) notes, there is often an explicit demonstration of space between students and teachers to involve students' engagement and participation. Consequently, while the PSTs initially believed they would be able to engage students' understanding through the questions students asked in practice, they could not rely more on students' responses to the questions posed by the teachers themselves.

The results also reveal that certain strategies underwent only partial change, as not all participants altered their beliefs between the pre- and post-online teaching practice. For instance, the belief regarding the use of the target language in the classroom demonstrated inconsistency between the pre- and post-questionnaire stages. The interview data indicate that

the participants generally believed that teachers should use English for approximately 80% of classroom interaction. PSTs shared their own teaching experience as follows: "I taught foreign language and to make students understand with the language, I had to use Indonesian in class." Moreover, the consistency of their teaching practices, the PSTs reported that they used only 40%-50% of English during instruction. This reduction was primarily due to their concerns regarding student difficulties in comprehending the instructional content. In practice, the classroom teaching videos revealed that surprisingly, fewer than half of the participants used English at a level approximating 60%. The remaining participants explained that, initially, they used more than 25% - which progressively relying on the students' first language (L1). PSTs explained: "Students could see as we use English, even the target language, especially when I explained the materials". In addition, PST1 emphasized the comprehension challenges faced by students, stating: "When I used the target language in explaining the materials, PSTs did not understand whether they understood or not, and they often asked me".

The study highlights that students' rejection and reluctance to use the target language may prevent for the overall changes in the participants' beliefs. The participants appeared hesitant to fully implement English in the teaching of instruction, as they perceived that students would struggle to comprehend their explanations. This finding aligns with Kurniawan et al. (2020), who reported that while PSTs generally believed that using English would facilitate students' understanding, in practice, students often remained silent when English was used as the primary medium. Similarly, Tumbell (2015) emphasized the necessity of incorporating the first language (L1) for clarification and explanation purposes. Consequently, multi-lingualism emerges as a practical strategy to address students' understanding related to teachers' instruction and learning materials (Gardella et al., 2014; Houghton, 2014).

Regarding the belief in slowing down speech during online teaching practice, nearly all participants responded positively during the interviews. This was further supported by the quantitative results, which showed consistency between the pre- and post-teaching stages. As shown in Table 7, the participants emphasized that this belief was particularly influenced by the online teaching context. Representing the group's view, P14 explained:

"If we can slow down speech, that's good. I can understand better. Before, we only used our voice and I could not understand it very well. Now, we can slow down speech and I can understand it better. I can understand it better. I can understand it better. I can understand it better." (PST1, Interview)

However, a few participants stated that they would slow down their speech only when they perceived that students were having difficulty understanding the material. Meanwhile, the classroom observation videos revealed that only a few participants slowed their speech during teaching, while the majority maintained a normal pace. They explained that although they had intended to slow down their speech, time constraints compelled them to speak at a regular speed.

As stated by PST1:

"I tried to speak more slowly explaining all the materials. Although I said before that I would slow down my speech, I changed it for I would slow down my speech if students did not get the points of my instructions." (PST1, Interview)

In this regard, these constraints again posed a significant obstacle for participants in implementing the strategy of slowing down their speech during classroom interaction. Additionally, the role of time in online teaching, Mousavi (2010) emphasized that teachers should provide vocal clarity and modulation over non-verbal cues such as body language, eye contact, and physical posture. Speaking clearly and slowly was another solution to ensure students' better points (Oso, 2020). Therefore, it is crucial for teachers to develop skills in controlling their speech rate and voice quality to enhance learning in the online environment.

Similarly, some PSTs expressed a shared belief in the effectiveness of using video or audio materials in teaching materials. The majority agreed that these media can more engaging than teachers' spoken words and help capture students' attention during lessons. For instance, PST2 and PST3 noted: "Language videos can explain the materials better than teachers". However, in practice, some participants did not use video materials during their teaching sessions due to technical incompatibilities between the videos and their teaching software. Consequently, they relied primarily on PowerPoint presentations and images. This suggests that the use of video and audio materials in online teaching can be hindered if the platform do not adequately support such media.

Several studies suggest that during online teaching practice, teachers should promote engaging students in tasks and providing access to content rather than focusing exclusively on how well the content is displayed and delivered (Rehman, 2015; Rajitha, 2020). Another challenge that emerged was students' internet or network access to online content due to connectivity issues that often occurred. This issue became apparent when a student posted and video materials prior to scheduled class sessions, yet only a few students were able to access the content. To address this problem, it is recommended that the Indonesian government and educational institutions improve infrastructure and provide sufficient facilities to support both students and teachers in implementing effective online classes.

Alongside the five previously mentioned strategies, the results reveal that the beliefs of some participants regarding active cognitive strategies remained unchanged throughout the online practice. Notably, two beliefs yielded particularly interesting findings during online teaching practice and making emergency preparedness plans. Regarding the provision of online recordings, participants believed that these recordings benefit students who miss class for any reason, ensuring that they do not fall behind. As PST1 explains:

"If there are online recordings, and not all students could join the class, it's good for the students who miss classes, the available recordings, and even an internet queue. Thus, classroom recordings could be very useful for them." (PST1, Interview)