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THE THIRTEENTH ANNUAL INTERNATIONAL SYMPOSIUM OF FOREIGN LANGUAGE LEARNING (13th AISOFOLL)

Keeping up with the New Trends in Language Teaching

27–28 October 2022
Jakarta, Indonesia

Proceeding of AISOFOLL

The Proceeding of the Thirteenth Annual International Symposium of Foreign Language Learning (13th AISOFOLL) conducted in 2022

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PREFACE

The outbreak of COVID-19 pandemic presented many challenges in all aspects of live and education was no exception. The challenges had all parties struggle to enable education achieve its goals and prevent severe damage or learning loss.

We, in SEAMEO QITEP in Language (SEAQIL), have also been striving to ensure the sustainability of language education. We explore new strategies, media and other aspects that could aid us in improving the competence of language teachers and education personnel. We, therefore, are able to conduct online, hybrid and offline programmes and activities for our stake holders despite the existing challenges. That includes our flagship programme, i.e., Annual International Symposium of Foreign Language Learning (AISOFOLL).

This year's AISOFOLL or the 13th AISOFOLL facilitated more than 400 language teachers, educators, practitioners and researchers from the Southeast Asia region to gain knowledge and insights about the new trends in language teaching. Presentation of keynote speakers, invited speakers and paper presenters as well as discussion which took place during the symposium are recorded in the proceedings of the 13th AISOFOLL. The proceedings are intended to be a source of reference for you, language teachers and educators, particularly in selecting and implementing language teaching approaches, methods and strategies, media, materials as well as assessment appropriate to your students' needs.

On behalf of SEAQIL, I would like to extend our sincere gratitude and highest appreciation to Dr Matthew E. Poehner (Pennsylvania State University, USA), Prof. Robert Godwin-Jones (Virginia Commonwealth University, USA), Dr Gumawang Jati (i-TELL, Indonesia), Prof. Nigel Harwood (The University of Sheffield, UK), Prof. John M. Norris (Educational Testing Service, Japan), Prof. Dr Ni Nyoman Padmadewi (Universitas Pendidikan Ganesha, Indonesia) and Dr Yuichi ONO (University of Tsukuba, Japan) who delivered keynote addresses in this years' AISOFOLL. I would also like to thank all invited speakers and paper presenters who shared their research results and good practices to all attendees. Our warm thanks go to one of the presenters who contributed to SEAQIL's first journal publication. With his own inclination, his paper was published in SEAQIL Journal of Language Education (SJLE) instead.

Last but not least, my gratitude goes to the 13th AISOFOLL moderators, rapporteurs and committee. Thank you very much for you who had made a success of the symposium.

Jakarta, April 2023

R. Dian Dia-an Muniroh, PhD
Acting Director

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PROCEEDING

The Thirteenth Annual International Symposium of Foreign Language Learning (The 13th AISOFOLL) “Keeping up with the New Trends in Language Teaching”

I. Introduction

Trends in education develop in accordance with the time. During the Covid-19 pandemic that occurred in the digital era, mode of teaching activities was triggered to change, i.e., face to face mode was replaced by online mode. Online learning during the COVID-19 pandemic, at first, created many challenges such as the availability teaching facilities and the ability of both teachers and students in using learning tools and applications. As time goes by, however, teachers and students have adapted and developed to face the changes. The obstacles are slowly overcome by constantly making adjustments and improvisation, particularly in the area of curriculum, teaching methods and strategies, media and teaching materials.

Through the 13th AISOFOLL, SEAQIL provided a forum for language educators, practitioners and researchers from the Southeast Asia region and beyond to share teaching experience and discuss topics pertinent to the theme “Keeping up with the New Trends in Language Teaching”. SEAQIL believes that, from the presentation and discussion session, symposium attendees could broaden their knowledge on the latest trends in language teaching.

The proceeding displays abstracts of keynote speakers and papers of presenters as well as invited speakers of the symposium. It also records the questions and answer occurred in the discussion session during the 13th AISOFOLL.

II. Opening Programme

The opening ceremony of the 13th AISOFOLL commenced with video presentation of national anthem of Indonesia, “Indonesia Raya”, SEAMEO Colours and SEAMEO song. The ceremony, then, was followed by welcoming and opening remarks.

Welcoming Remarks by Acting Director of SEAMEO QITEP in Language

At the beginning of her remarks, Acting Director of SEAMEO QITEP in Language, R. Dian Dia-an Muniroh, PhD, greeted and welcomed Learning Innovation and Information Specialist of SEAMEO Secretariat, Board of Directors or Representatives of SEAMEO Centres in Indonesia, Representatives of partner institutions and universities, Representatives of Education Office for Province or Regency, keynote speakers, invited speakers, presenters; Deputy Directors of SEAMEO QITEP in Language, guests, participants, staff of SEAMEO QITEP in Language, the 13th AISOFOLL committee to the

symposium. She also praised God for all the blessing given so that everyone could gather and attend the symposium.

R. Dian Dia-an Muniroh, PhD, then, informed that 2022 was the third year that AISOFOLL was held virtually due to COVID-19 pandemic. The pandemic was evidently a challenge for language teachers, researchers, education personnel and even students. Efforts had been made to meet the challenge in the form of online teaching or recent education with the use of educational internet resources and communication platforms. Teachers, hence, were compelled to develop teaching competences necessary for the new educational format. Inadequate digital skills and poor internet connection, be it in the part of the teachers or students, had also become challenges in education. The situation was furthered by the demand of the existed Industrial Revolution 4.0 and Society 5.0 environment. It was a society that was marked with automation and artificial intelligence. The technological innovation placed human beings at the centre of technological transformation and industrial automation stimulated by Industry 4.0. The situation indicated that language teachers were also challenged to prepare students or future graduates; who were not only competent in language and technological skills; but also those who were also able to be future leaders and ready to face unknown changes, had creative thinking and entrepreneurship skills that robots were unable to perform. In this advanced era, the need for better communication and collaborative skills would be way more important than before.

To face the challenges, language teachers, researchers and education personnel needed to stay updated with the new trends in language teaching. R. Dian Dia-an Muniroh, PhD believed that this could be done through active participation in the 13th AISOFOLL. The symposium would provide a forum to learn and share current research and good practices in language teaching. The symposium offered a variety of topics, plenty of materials for reflection and policy development at the national and regional levels. The symposium covered language teaching approaches, methods and strategies in the present day; new ways to use media in language teaching; novelty of language teaching material development; assessment development in the advanced era as well as tendency of the present classroom discourse and strategies to deal with it.

Further, R. Dian Dia-an Muniroh, PhD stated that the 13th AISOFOLL would be held for two days, on 27–28 October 2022 via online mode with seven keynote speakers. They were Dr Matthew E. Poehner from Pennsylvania State University, USA; Prof. Robert Godwin-Jones from Virginia Commonwealth University, USA; Dr Gumawang Jati from i-TELL, Indonesia; Prof. Nigel Harwood from the University of Sheffield, UK; Prof. John M. Norris from Educational Testing Service Japan; Prof. Dr Ni Nyoman Padmadewi from Universitas Pendidikan Ganesha, Indonesia and Dr Yuichi ONO from University of Tsukuba, Japan. The symposium also presented seven invited speakers and seventeen presenters. The symposium was attended by participants from seventeen countries, namely Australia, Brunei Darussalam, Cambodia, India, Indonesia, Hungary, Malaysia, Myanmar, Mongolia, Nepal, Pakistan, Saudi Arabia, South Korea, Thailand, the Philippines, Turkey and Uzbekistan.

At the end of her remarks, she extended her gratitude to all parties participating the symposium. She believed that the presence of language experts as well as language teachers and education personnel would bring success to the symposium. She encouraged all

attendees to continue with the spirit of advancing language education in the Southeast Asia region. She hoped that the attendance would fully participate in the symposium.

Opening Remarks by Representative of SEAMEO Secretariat

Dr Nitiananthini Kumarawel, Learning Innovation and Information Specialist, began her remarks by greeting Acting Director of SEAMEO QITEP in Language, speakers and guests of the 13th AISOFOLL. She also stated that she was honoured to represent Director of SEAMEO Secretariat at the symposium.

Dr Nitiananthini Kumarawel informed that there had been an increasing emphasis on inclusion and equity in education in the 21st century. Learning languages other than mother tongue was integral to inclusive education since it encouraged intercultural understanding, tolerance and respect for diverse social groups. Addressing barriers to inclusion was the second priority out of the seven priorities of SEAMEO, which was in line with the United Nations' Sustainable Development Goal 4: Quality Education. Foreign language competence was an essential skill contributed to the digital era. Mastering a foreign language expanded learners' educational opportunity and increased their access to education. Resources, thus, contributed significantly to achieving the goal of inclusive and equitable education.

She furthered by saying that, in this digital era, learning materials and resources were available for free and could be accessed through numerous open learning resources. The COVID-19 pandemic had negatively impacted the education sector. Educational institutions had been forced to close and shifted to distance learning. Learning loss had been existed even before the pandemic and the number had been greatly increased during the period. Moreover, educators and learners found that they were in an evolving world where teaching and learning were no longer limited to a physical classroom. Teachers needed to accept the new and innovative ways of teaching. Open educational resources, learning management system, flexible learning and flipped classrooms were added to the usual book, face-to-face lectures and presentations of teachers. The teachers were transported to the online platforms. There had also been massive production of learning materials that made use of audio, video and online modalities during the time. Indisputably, education was driven into accelerating digitalisation by the pandemic. Even though each country had different scenario, digitalisation created new demands for new teaching approaches.

She, then, suggested that it was necessary to exchange innovative practices, research and modern perspectives on a new trend in language education in various contexts in the post-COVID-19 era. This needed to be adapted at the regional and national levels to promote diversity inclusion and equity in language and literacy education. Thus, on behalf of SEAMEO Secretariat, Dr Nitiananthini Kumarawel expressed their delight for SEAQIL had conducted the 13th AISOFOLL with the theme "Keeping up with the New Trends in Language Teaching" to highlight the effort in developing language education in the region and promoting international cooperation among language professionals. She also acknowledged all the hard work and dedication in preparing and conducting the symposium. She extended her appreciation to the keynote speakers and presenters for sharing their knowledge and experience in the symposium. The two-day event surely led Southeast Asia

closer to enhancing regional understanding, cooperation and unity through the establishment of network and partnership as well as providing fora for language educators and experts.

Before ending her remarks, she explained that SEAMEO dedicated to providing equal access to all learners, essential learning opportunities through education delivery and management innovation to promote the sustainable development of human capital. She, then, wished a successful and fruitful symposium.

III. Plenary Session 1

Day, date : Thursday, 27 October 2022
Time : 10.30 a.m.—12.30 p.m.
Keynote Speakers : Professor John M. Norris, Professor Nigel Harwood and Dr Gumawang Jati

Materials Presented

Meaningful Assessment for the Language Classroom: Advances and Challenges in the Modern Era

Professor John M. Norris
Educational Testing Service, Japan

Professor John M. Norris started his presentation by giving a definition on assessment, then elaborated it further by giving two examples on efficient language assessments, such as C-tests and Elicited Imitation, and emphasised that both tests were different based on the intended use of the assessment. Then, he led the audiences to think about the meaningful language assessment in the modern era.

Then, he moved on to explain about AI-driven automated assessments, such as the testing application on smartphones and Computerized Adaptive Testing (CAT). He stressed that in this modern era, technology made it very easy to design and deliver digital language tests that were able to assess segmented aspects of language knowledge. Nevertheless, they were very limited in providing information about a learner's language ability. Thus, this type of language test could increase the risk of reducing language ability to discrete bits of decontextualized knowledge and skill.

He continued to explain the task-based language assessment (TBLA) and the importance of focusing on tasks in designing meaningful L2 assessments in terms of relevance, alignment and opportunities. He, then, provided two examples of TBLA for adult learners in English writing; one for an academic discussion and another one for descriptive purposes and other examples for English young learners. He added that it was very popular for language proficiency assessments to claim alignment to standards like the CEFR and report scores in relation to CEFR levels. However, we should take note that to legitimately assess the language abilities described in the CEFR, we should use tasks. Lastly, he ended his presentations by stating some recommendations for meaningful language assessment

New Trends in the Field of Materials Development

Professor Nigel Harwood

The University of Sheffield, United Kingdom

Professor Nigel Harwood began his presentation by emphasising the importance of conducting research on material development, including TESOL materials and textbooks. The research was important because teaching materials were such important teaching and learning aids in classrooms, also the classroom textbook/materials might constitute the unofficial syllabus and formed the basis of in-house exams. He also mentioned that the quality of TESOL textbook materials and textbook research had been criticised for quite some time. Afterward, he presented three different approaches to researching TESOL materials: i) research focusing on *content* (conducted at the level of the handout or textbook page); ii) research focusing on *consumption* (conducted by exploring how the materials were used by teachers and their learners); and research focusing on *production* (conducted by researching the practices and norms of the textbook industry, or the ways in which material writers worked and the types of exercises they prioritised in their worksheets or textbooks). Afterwards, he gave some examples of studies for every approach. He also stated the limitations of the three mentioned studies.

Next, he described examples of current innovative material research, presenting an agenda for future researchers in the field to pursue. The examples were categorized into the four following themes, namely measuring teachers' fidelity to their materials, teachers' resistance to their materials, materials as teachers developers, and investigating the effect of pre- and in-service teacher development programmes on teachers' use of materials.

Online Learning: The Trends and Future Predictions

Dr Gumawang Jati

i-TELL, Indonesia

Dr Gumawang Jati's presentation was divided into three parts. The first part of his presentation was on the potential of Artificial Intelligence (AI) in language learning. He started by giving a description on AI, then sharing some examples on AI-based applications that were useful for teachers and students. For teachers, AI could reduce their workload and make their output more effective in specific automating tasks, such as in preparing lessons and giving feedback. As for learners, they could use the software to help them in learning, from being a communicator to a private tutor who could provide input and advice in the learning process.

The second part of his presentation was concerning the potential of Augmented Reality (AR) and Virtual Reality (VR) in language learning, along with some ideas to be implemented in the classroom. He stated that AR and VR were reality technologies that either enhanced or replaced a real-life environment with a simulated one. He also mentioned some advantages of using AR/VR in education. Some of which were making learning immersive and experiential, leading to enhanced memory retention among students, promoting self-learning and self-sufficiency among students as well as making remote learning engaging and interesting.

In his last part of presentation, he invited the audiences to conduct AR and VR exploration by visiting Google galleries. Lastly, he highlighted that in the future, education would no longer be restricted to formalized institutes like schools and classes. Thus, by using AI, AR and VR, cloud computing, online social networking and adaptive learning systems, he believed that learning could take place outside the traditional classroom.

Question and Answer Session

Question Addressed to: Professor John M. Norris and Professor Nigel Harwood

1. Name : Mamdukh Budiman
Institution : University of Muhammadiyah Semarang UNIMUS

Question

- a. How to apply the foreign language proficiency test tool in the Indonesian area where not all schools apply high technology?
- b. How to apply foreign language skills material to students while the socio-cultural and environmental conditions do not support it? What perspective is used that is ideal? What method?

Answer

- a. Professor John M. Norris answered the two questions simultaneously. Regarding the assessment, he stated that the disparity between accessing tools and technology in different parts of the world could become a real challenge. Nevertheless, the teacher could still design an engaging and meaningful assessment based on the learners' needs. Thus, the teacher should adapt the technology-mediated assessment into a paper and pencil environment, an affordable low-tech environment. Furthermore, he stated that in designing the assessment, the teacher should pay attention to the socio-cultural aspects of the students' environment.
- b. Professor Nigel Harwood also answered in the same way. He stated that the material developers write the material for classes around the world in which the circumstances, including the learners and teachers' profile, could be different in every part of the world and we will find various learning environments. Thus, skilful teachers should adapt the material based on the learners' needs, including their level, interest, and so on, since the material is not a script or recipe that should be followed restrictedly as it is.

Question Addressed to: Professor Nigel Harwood

2. Name : Ria Rafael
Institution : University of the Philippines

Question

- a. How do we compare the materials content with the actual usage of the target language by native speakers if there are no corpora available?

Answer

- a. Professor Nigel Harwood answered that there are more corpora available nowadays compared to the previous years. He suggested Corpus of Contemporary American English (COCA).org that could be accessed freely

in which we could browse for a certain genre. However, in a situation in which there is no corpora available, then it will be better to consult with an expert or a knowledgeable person working in the area of expertise.

Question Addressed to: Dr Gumawang Jati

3. Name : Endang Widya Purnamasari
Institution : SMKN 1 Tarakan

Question

- a. How to improve the spontaneity of a student in making a sentence, especially in vocabulary?

Answer

- a. Dr Gumawang Jati answered that improving vocabulary could be used using an application, namely Cookie.AI in which students could find a lot of vocabulary. Then, he suggested the teacher conduct small research to find out things that the students like from using the application.

Question Addressed to: Professor John M. Norris

4. Name : Gusti Wildayani
Institution : SMP Negeri 1 Martapura

Question

- a. What is best for a teacher in giving feedback for students' performance, right away after their performance or after all group performances?

Answer

- a. It depends on the intended use of the feedback. If the teacher wants the students to pay attention to a specific feedback, then it should be given immediately after the students' performance is completed. In contrast, if the performances are conducted in groups and the teacher needs to highlight some specific patterns, then the feedback could be given after all group performances have been completed.

IV. Parallel Session 1

a. Room 1

- Day, date : Thursday, 27 October 2022
Time : 01.15—02.45 p.m.
Keynote Speakers : Erni Yulianti, Firdha Akhdania Kamilah and Jovit D. Comon

Materials Presented

Differentiated Teaching Approach in Aesthetic and Efferent Reading Comprehension Activity

Erni Yulianti

SMAN 1 Pangkalpinang, Bangka Belitung, Indonesia

Ms Erni Yulianti began her presentation by explaining the background of her study. She mentioned the importance of reading for students. She, then, told about her students'

difficulties in reading narrative texts, namely understanding the topic and the text itself as well as determining the main idea and moral value. The students were also less motivated in doing the reading activities. The students' problems underlay her decision in using the differentiated teaching approach. Prior to her study, Ms Erni had conducted cognitive diagnostic assessment to the students. The three aspects being assessed include students' readiness, learning styles and interest. The three aspects assessed were based on previous study conducted by other researchers.

Ms Erni continued by stating her research questions, namely (1) how does the differentiated teaching approach facilitate the students' aesthetic-efferent reading comprehension activities?; and (2) how are the students' attitudes toward the differentiated teaching approach in aesthetic-efferent reading comprehension activities?. To answer the first question, Ms Erni used class observation and structured interview. For the second question, Ms Erni used class observation and questionnaires to obtain the data. The questionnaires were used to gather information on students' attitudes towards the aesthetic-efferent reading comprehension activities.

The research results showed that the students enjoyed the learning process when the teacher implemented the differentiated teaching approach. This was because the students explored the text based on their interests and learning styles. Thus, it could be concluded that the differentiated teaching approach had made a positive contribution to the students' aesthetic-efferent reading comprehension.

The Reflection of Self-Regulated Learning among Students in Writing Recount Text

Firdha Akhdania Kamilah

Independent English Educator and Researcher, Indonesia

Ms Firdha Akhdania Kamilah started her presentation by stating the importance of writing skill and the difficulties/problems encountered in teaching the skill, including the lack of students' awareness in self-regulated learning. The study focused on students' self-regulated learning during the learning process. Ms Firdha said that teachers need to know students' problems in self-regulated learning in order to provide the right treatment for them. Recount text also became the focus of the study since it was included in the 2013 Curriculum. Thus, the research questions were (1) what are students' levels of self-regulated learning in writing recount text? and (2) what are the factors affecting students' self-regulating learning in writing recount text?

Ms Firdha, then, explained that she used qualitative research method because she intended to obtain information on students' problems in their natural setting. The instruments that she used were closed-ended questionnaires and semi-structured interview.

Research findings depicted that there were three levels of students' self-regulated learning, i.e., high, medium and low. The three levels were found in all phases of self-regulated learning, namely forethought, performance and self-reflection. Research results also showed two factors affecting students' self-regulated learning. They were internal and external factors. Internal factors included personal and behavioural. The external

factors covered the environmental factor. Nevertheless, personal factor dominated students' self-regulated learning in writing recount text.

Differentiated Instruction in Teaching English in Grade 7

Jovit D. Comon

Sambulawan National High School, Sambulawan, El Salvador City, the Philippines

Mr Jovit D. Comon defined differentiated instruction and shared a brief background of its implementation in the Philippines. He, then, mentioned that his study involved grade 7 students. The study was conducted from 5 October to 7 December 2020. The study focused on students' writing skill.

His study began from pre-test, followed by the implementation of differentiated instruction and post-test. The aforementioned scheme was designed to answer the research questions as follows.

1. How do the respondents perform before and after the implementation of the intervention?
2. Is there a significant difference between the pre-test and post-test scores obtained by the respondents?

Previous studies justified that differentiated instruction maximized learning and benefitted students.

Mr Jovit explained that the research implemented pre-experimental design. The respondents were chosen based on purposive sampling.

The research results showed that the students' scores increased in the post test as compared to the pre-test. Thus, it could be concluded that the differentiated instruction was an effective strategy.

Based on the findings, some recommendation were made as follows.

- Teachers needed to tailor students' different learning needs and styles.
- School administrators were encouraged to strengthen their instructional supervisory functions in observing classes focusing on the use of differentiated instruction.
- Researchers were expected to conduct further studies to investigate other features of differentiated instruction.

Question and Answer Session

Question Addressed to: Ms Erni Yulianti

1. Name : Ria Lusiyani
Institution : Akademi Farmasi Surabaya

Question

- a. Could you please elaborate the steps you have done in implementing differentiated teaching approach?

Answer

- a. In implementing the differentiated teaching approach, I tried to do some steps. First, I divided the students into two classes. One class received the treatment (differentiated teaching approach) and the other one was the traditional class (no implementation of the approach). After I did a cognitive

diagnostic assessment, there were four points I got from the research. The students had different learning styles (such as visual, auditory, kinaesthetic). To implement the differentiated teaching approach, I prepared some texts in a piece of paper and links for YouTube videos. I also shared some slides displaying, particularly, aesthetic-efferent reading comprehension.

Question Addressed to: Ms Firdha Akhdania Kamilah

2. Name : Mughits Rifai
Institution : Universitas Pendidikan Indonesia

Question

- a. Did you involve technology for the students' self-regulated learning in your research? If yes, how did technology play role in the students' self-regulated learning?

Answer

- a. Yes, I did. I used technology in students' self-regulated learning because during the pandemic, it was hard for the teacher and students to have an offline meeting. However, they could not use Google Meet or Zoom Meeting. The teacher used Google Classroom and WhatsApp Group to interact and give instruction to the students. So, it meant that technology had a crucial role. If the teachers had not used technology, the students might have been in a hard position because they still needed their teacher in the learning process.

Question Addressed to: Ms Erni Yulianti

3. Name : Yetri Almayanti Yedida
Institution : STKIP PGRI Banjarmasin

Question

- a. In the way we want to teach Descriptive Text to students on describing themselves, how can we teach them to be more imaginative and not just tell about their family condition? How do we encourage them to writing well in English?

Answer

- a. Based on my experience in teaching descriptive text, I tried to show some pictures. From the pictures, students tried to look at step by step on what they should do. Students could also arrange paragraphs based on the pictures given. I also shared some slides or videos to encourage students to write descriptive text based on the example. I think when students know what they should do in descriptive text, they understand how to write descriptive text. I think it is a hard job for the teacher to encourage students to write. This is because we need more strategies to make students be interested to write.

Question Addressed to: Ms Firdha Akhdania Kamilah

4. Name : Talitha Ardelia
Institution : SEAMEO QITEP in Language

Question

- a. How do you encourage students who are less motivated because of their lack of interest in language, generally in learning English, to actively and constantly engage in the self-regulated learning programme?

Answer

- a. In order to encourage students, there are some strategies used by teacher to engage their students with the self-regulated learning. For instance, there is a strategy called resource management. One of the strategies in resource management is help seeking. So, students, during the process of learning in writing context, might find some difficulties. They need to solve those problems. By getting help from their teacher or friends in the same class, it could ease them to finish the recount text. If the students are less motivated, the teacher could give some insights to the students by giving some examples on how they could finish their work. Based on my observation from this research, I found that the teacher made a lot of conversation with the students. So, the teacher tried to engage with the students because the teacher thought that the students needed to be heard. So, they could feel that they were attached to the teacher. They would have some motivation to interact with the teacher. So, teacher had a crucial role because she/he did not only give instruction but also encouragement for the students to speak their mind and do the task by themselves.

Question Addressed to: Mr Jovit D. Comon

5. Name : Bayu Tri Hastuti
Institution : Al Wildan Islamic School Gading Serpong Tangerang

Question

- a. What about the questions in the pre-test and post-test. Are they the same or different?

Answer

- a. Actually, they were the same since we used the multiple-choice type of questions. I made sure that the questions were being rearranged after the implementation of the post-test. We made the same type of questions.

Question Addressed to: Mr Jovit D. Comon

6. Name : Yetri Almayanti Yedida
Institution : STKIP PGRI Banjarmasin

Question

- a. In the way we give our students the pre-test, is it better for us to tell them the subject the day before so they already learn it, or should we not tell them about what we will give them (so it shows their basic knowledge)? Then,

when comparing with the post-test, which one is better? And how do we keep their spirit in doing the routine (because sometimes, the students do not seem to be really interested. Or maybe we can use ice breaking for it?

Answer

- a. The pre-test included quarterly assessments. We had four quarters and for this study, we only did the first quarter. The coverage of quarter was for 10 weeks, all the learning competencies were there. From a very wide coverage, the learners could not expect the type of lesson. I believe that stating the objective of the study is an important research strategy. You need to set the learners' target competencies. Therefore, the learners would have a sense of ownership of their learning. The teacher is the best instructional material. It is how the teacher would deliver the lesson that hold the learners' interests. It basically depends on us. Teachers should be aware of what is happening around us, so we could adjust our strategy to meet the learners' needs.

Question Addressed to: Ms Firdha Akhdania Kamilah

7. Name : Yetri Almayanti Yedida
Institution : STKIP PGRI Banjarmasin

Question

- a. How can we manage the unpredictable aspect while teaching the student about the materials, when sometimes the materials are too much detail but the students are still not able to understand? Is it better for me to teach them from the really basic or maybe I just give him/her more tutor time privately in the way to maximum the results of the study?

Answer

- a. If this happens, I think there are terms called scaffolding and Zone of Proximal Development (ZPD) and they could be used in this case. It is because we can give some treatments to the students, then, we decrease those treatments day by day. So, they could learn to solve their own problem by themselves. The teacher still gives some materials, but it does not mean that the teacher will always do that. The teacher gives some materials and some chances for the students to learn the materials again by themselves. If they could not do that or if they still do not understand the materials, they could get more detailed information from their own friends. That kind of treatment happens in ZPD and scaffolding.

Question Addressed to: Ms Firdha Akhdania Kamilah

8. Name : Nurul
Institution : University of Szeged, Hungary

Question

- a. Would you please elaborate your research design since you used two instruments which were semi-structured interview and questionnaire in collecting the data? Why did you collect the data by using the two

instruments? To what extent did you use the results of the two instruments in answering your research questions of self-regulated learning?

Answer

- a. I used qualitative research method because I wanted to know or get more explanation on the issue about how students had their self-regulated learning in natural setting. At first, I used a structured interview, but I got some problems with the data. Then, I used the semi-structured interview and used the results because the data was richer and could answer the research question. I used the questionnaire because I wanted to know the levels of students' self-regulated learning. I read some works that used closed-ended questionnaire to know the levels of students' self-regulated learning. The results of my paper were not as good as I expected, but they could be used as a starting point for other papers. This is because, from the conclusion that I have already given before, it could be seen that there are many things could be used as new topics of papers, like the three phases in self-regulated learning, the teachers used a lot of learning strategies, but I did not mention any them in my presentation. Before I decided to use the qualitative research method, I also read some theories about the quantitative and mixed method, but the results and instruments and how I collected the data could not be categorised as quantitative or mixed method. Therefore, I used qualitative research method.

Question Addressed to: Mr Jovit D. Comon

9. Name : Kusnadi
Institution : SMPN 2 Gunung Kaler, Tangerang

Question

- a. Differentiated instruction in my country has become a new trend used in teaching. Based on your research, I want to know more about the instrument used in the research. Could you elaborate, how was the instrument you used? Did you use single or the same instrument to assess the various students' ability and style?

Answer

- a. The instrument was the researcher-made questionnaire because we were targeting specific competencies for the entire quarter. If you want to have a multiple intelligence test, there are lots of tools available online to identify the learning styles of your learners. It just so happens that in my case, it was during the pandemic and the availability of online tools were not visible. I used the Multiple Intelligence (MI) test by Howard Gardner and I let the learners assessed themselves as to what their strengths and weaknesses so that in the preparation, I could catch their interest. Therefore, we are tailoring the learners' needs.

Question Addressed to: Ms Firdha Akhdania Kamilah

10. Name : Christian Siantar
Institution : Cita Hati Elementary School

Question

- a. Would you please share games or apps to enhance writing skill in primary level?

Answer

- a. In primary level, I think there are still many students who have limited vocabularies. So, I think it would be great if you can use an application to solve that problem. The first application you can use is Quizzes to make quiz. To make students be active in learning, you can use Padlet. You can write a lot of things on Padlet and check your students' product on that application. If you want to make some interactive classes related to writing, you can also use Mentimeter. In Mentimeter, you can give instruction to the students to write two or three opinions about related material. So they learn to write something by themselves.

Question Addressed to: Ms Erni Yulianti

11. Name : Geby Fitrya Adrian
Institution : SMKN 1 Padang Laweh

Question

- a. In a class where kinaesthetic students are dominating, what are your tips to make sure all students are engaged on the reading without wasting the teacher's time and energy? Teaching SMK students, for instance.

Answer

- a. I put some topics about reading activities and interesting stories on the whiteboard. I think we do not need much time to handle kinaesthetic students since they can move by themselves.

b. Room 2

- Day, date : Thursday, 27 October 2022
Time : 01.15—02.45 p.m.
Keynote Speakers : Sandra Leuwina Wibowo & Sean Patrick Kang, Nia Kurniawati and Dr Lulu Laela Amalia

Materials Presented

Teacher's Role in Interactively Teaching English Online for Middle School Students

¹⁾Sandra Leuwina Wibowo and ²⁾Sean Patrick Kang

¹⁾Sekolah Dian Harapan, Bogor, Indonesia & ²⁾Independent English Educator and Researcher, Bandung, Indonesia

The first presenter, Mr Sean explained that teachers were the person who represented parents in school that spent most of their time interacting with students. Teachers should

be more interactive, inspiring and innovating. Teachers should equip students to be interactive learners and critical thinkers. Interactive meant students could interact with friends and teachers. It was not only talk but also involved students in the learning process. Moreover, learning was not just about memorising and transferring knowledge but also enhancing critical thinking skills through the opportunities to be interactive and expressing their thoughts. We could use any approach, technique or technology to be interactive. By doing so, students would experience the authentic learning. However, during the pandemic, schools in Indonesia were facing challenges, which were students' inactivity, ignorance and apathy.

He further explained 3 types of interactions in effective online learning, namely learner-to-learner, learner-to-instructor as well as learner-to-content interaction. Moreover, he mentioned that effective learning included 3 aspects, i.e., intellectual/cognitive presence, social presence and physical/teaching presence.

The second presenter, Ms Sandra continued by explaining the methodology of the research. The research used qualitative methods through classroom observation and personal field notes. Researchers also did teaching reflection and compared it with the literature review. The results showed that the application of Community-Inquiry Framework was applicable for online learning. Furthermore, students became more motivated and engaged with the lesson if the teacher had an interaction with them as well as facilitated them to discuss openly, had exploratory conversation and told them that there might be no right or wrong answer. Thus, interactive learning method was needed to be implemented in an online learning.

Scrutinizing Digital Learning and Teaching Capabilities of the Pre-service English Teachers at the TELL Course

Nia Kurniawati

Universitas Negeri Jakarta, Jakarta, Indonesia

Ms Nia started her presentation by describing the background of the research. Technology development had been part of education, including language teaching. It was also influencing the terms of literacy. Today, literacy did not only refer to the ability to read and write, it was expanded into several categories, such as numerical literacy, cultural literacy and digital literacy. Nowadays, digital literacy was required by every school and the teachers, including in-service teachers and pre-service teachers. In-service teachers already had experience and professional development on digital literacy, especially those who were living in big cities. Meanwhile, pre-service teachers should equip themselves with digital literacy because they would need it as a teacher in the future.

This research aimed to reveal digital learning and teaching of the pre-service English teacher in Surya Kencana University as well as to investigate how the TELL course facilitated the improvement of the digital learning and teaching of the pre-service English teacher.

Further, she explained that this research used qualitative method. The instruments covered questionnaires, observation and interview which involved a lecturer of TELL course and 20 pre-service teachers. Then, she revealed the results of the research. Pre-service teachers

had good abilities in digital learning according to the digital literacy framework of JISC. Moreover, based on the interview results, respondents mentioned that TELL course increased their confidence in using technology in teaching because the lecturer encouraged them to use it a lot. It also helped them to know more about applications that could be used in teaching as well as to make them less threatened when they had to deal with technology. Lastly, the respondents stated that it should be included into curriculum for pre-service teacher training.

EFL Teachers' Practices and Challenges on the Present Curriculum in Indonesia

Dr Lulu Laela Amalia

Universitas Pendidikan Indonesia, Bandung, Indonesia

In the beginning of her presentation, Dr Lulu explained that this preliminary study was conducted in order to know the challenges and strategies of the teachers in articulating Indonesia's curriculum, namely the Curriculum 2013 and Curriculum Merdeka. After that, she described several definitions related to curriculum and teachers' roles in interpreting curriculum. After that, she showed the differences between Curriculum 2013 and Curriculum Merdeka, including the difference in the terms used.

Furthermore, she explained that the study involved 9 in-service teachers from junior high school, senior high school and vocational school. The study used qualitative method through online interview and open-ended questions. Respondents revealed they did not really understand the curriculum, its implementation, methods and how to help students achieve learning objectives. As strategies, some of them stated that they would like to observe peers and collaborate with other teachers in preparing lesson plans. They also would like to participate in teacher training programme, join various seminars on English Language Teaching and ask for supports from school management or principal.

At the end of her presentation, she concluded that EFL teachers were not well informed on both curriculums, nor well equipped with the knowledge and skill to articulate the curriculum. Therefore, they struggled in implementing the curriculum in various ways by participating Teacher Certification Programme, webinars, etc.

Question and Answer Session

Question Addressed to: Mr Sean Patrick Kang

1. Name : Lulu Barianti
Institution : SMKN 2 Indramayu

Question

- a. What learning methods can encourage students to think critically and dare to express their opinions?

Answer

- a. There is not only one best method. We should combine several methods simultaneously in the learning process. The first method is inquiry-based method. The first thing that we can do when using this method is asking open-ended questions so that students have to think the answers. We can also use the Think-Pair-Share method to involve them in interactions and

discussions with their peers. Furthermore, we can use some quiz applications in learning process, such as Survey Monkey, Mentimeter, etc. and then discuss their responses one by one. Therefore, I would say the teacher as a facilitator holds an important role to encourage students to talk and be involved in the learning process.

Question Addressed to: Ms Nia Kurniawati

2. Name : Triasuci Putri
Institution : SEAMEO QITEP in Language

Question

- a. Could you please explain the activities conducted during the TELL course that could be said as facilitating the improvement of digital learning & teaching of the pre-service teacher?

Answer

- a. This course was conducted both online and offline. During the online class, the pre-service teachers read some resources related to technology that might help them to design the English learning. Then, in the offline class, they had to present what they had learned. They were also required to design several lesson plans that included technology in teaching. Moreover, they practised the use of applications for teaching, such as Mentimeter, Padlet, Kahoot, etc. Thus, the point of this course was not about understanding technology and digital literacy but understanding how to integrate digital technology into the teaching.

Question Addressed to: Mr Sean Patrick Kang and Ms Sandra Leuwina Wibowo

3. Name : Aris Supriyanto
Institution : BPG Banten

Question

- a. In term of students' engagement, what are the qualities of the proper engagement in order to build up the fun but still meaningful learning atmosphere?

Answer

- a. Ms Sandra: The qualities of the proper engagement are cognitive presence, social presence and teaching presence. If you can implement these aspects into your classroom, the students will learn and have fun at the same time. For example, if you want to build communication with your students in the learning, we can use many applications as a medium for students to express their thoughts while playing, such as Mentimeter.

Mr Sean: Basically, the role of the teachers in learning is as a facilitator, not a judge who says right or wrong. Teachers should encourage students to express their thoughts as well as ensure that all students participate. After students express their thoughts, we can provide feedback like “I think it would be better if you talk like this”, “I think the grammar should be like

this”, etc. Thus, they do not feel like threatened by the teacher. Furthermore, to know they are cognitively and socially active, we can use various applications and methods. It can be concluded that learning and teaching are about fostering community-based learning where students can freely ask and acquire the content so there is engagement in all aspects.

Question Addressed to: Ms Nia Kurniawati

4. Name : Sean
Institution : Independent English Teacher & Researcher

Question

- a. I am curious on how TELL Course is able to bridge different English proficiency level on the pre-service English teachers, diverse digital literacy and capability (to provide desired tools), and lastly to prepare them on unexpected sit-con during real teaching in relation to technology usage?

Answer

- a. The TELL course is based on SIOP (Sheltered Instruction Observation Protocol) model which basically bridges the different language proficiency levels of students. SIOP comes from content-based learning so the focus is not on English teaching but on technology or digital literacy which means English is embedded in the teaching of technology or digital literacy.

In my class, the level of English proficiency of pre-service teachers also varied. However, their generation somehow can learn the technology even though the instructions are in English and their English skills are not really good. Moreover, our campus does not have an official LMS so we use Canva. In the beginning, the students found difficulties using Canva but eventually they enjoyed and applied it at school. I think the TELL course not did not only bridge students’ technology skill, but also their English skill. They were not only learning how to teach, but also developing themselves as a professional teacher in the future.

Question Addressed to: Mr Sean Patrick Kang

5. Name : Ika Kustati
Institution : SIB School Language

Question

- a. How to encourage a 6-year-old boy during English Class (private learning) since he is a bit quiet? How to constantly manage his emotion during learning program? It is a hard thing since English is a second language.

Answer

- a. Mr Sean: We need to expose him with questions first in order to engage them. We can begin from the topic or something they like to talk about. Even though he is quiet but by asking questions about the topic he like, it will be the gateway to engage him in the lesson. Second, we need to encourage him most of the time because he might be afraid to make mistakes or he thinks that he

should use proper grammar when speaking English. Third, we need to try to think of ways to make learning more interactive. We could use quiz applications, picture or video. Furthermore, you can suggest him to have a diary showing his progress in the learning.

Ms Sandra also shared her experience teaching 6-year-old students. They were very visual. So, at the beginning of the lesson, we could show a picture and ask questions related to the picture. We should encourage them to talk. Moreover, we could ask previous teachers in kindergarten what characters or cartoons they liked. We could use it to engage them so they could be more curious in learning.

Question Addressed to: Dr Lulu Laela Amalia

6. Name : Sean Patrick Kang
Institution : Independent Research & Educator

Question

- a. What do you think of the schools with the national plus (national +) curriculum system? What would be the things we can develop on the current curriculum with another international curriculum?

Answer

- a. The implementation of the National Plus Curriculum system will be beneficial for several reasons as long as the objective is to make students achieve learning goals. We need to return to the philosophy of the curriculum itself. Curriculum is a set of strategies and lessons to help students to achieve the learning goals. When you try to implement the National Plus Curriculum with the additional curriculum, for example the curriculum of your institution, as long as it helps students to achieve the learning goals it would be better. However, there are not many schools in Indonesia that have the National Plus Curriculum. If you have the curriculum and implement it, it would be a strength for your institution.

Question Addressed to: Mr Sean Patrick Kang and Ms Sandra Leuwina Wibowo

7. Name : Anonymous
Institution : -

Question

- a. What are the challenges for teacher and students when implementing this interactive learning?

Answer

- a. Ms Sandra: One of the challenges for teacher in implementing interactive learning is that we cannot always be interactive because there are days we can only deliver material. Meanwhile, one of the challenges for students is that not all students are open because they do not have a sense of belonging in the class. It also becomes a challenge for the teacher to make all students participate.

Mr Sean: There are many challenges because we are dealing with students who have different ages, generations and personalities with us. Teacher should be interactive. Interactive does not only talk but also think and respect others who want to talk. We could also try to start the class by asking questions that will lead us to an exploratory conversation so that students' confidence increases gradually. Lastly, we should remind them the learning objectives, what they would do and what they could do in real life. By doing so, they could see the connection between their learning and their life.

c. Room 3

Day, date : Thursday, 27 October 2022
Time : 01.15—02.45 p.m.
Keynote Speakers : Christine Permata Sari & Maria Evita Sari, Rizka Hartati and Robby Cahyadi

Materials Presented

An Error Analysis on Students' Instagram Caption Writing

¹⁾Christine Permata Sari and ²⁾Maria Evita Sari

¹⁾Mae Fah Luang University, Thailand & ²⁾Tunas Bangsa Christian School, Indonesia

As a start, the first presenter, Ms Maria Evita Sari, mentioned Instagram and its advantages in language learning, especially in developing writing skills. Further, she stated that Instagram captioning helped students improve their writing skills. They could express their feeling and creativity through their writing. Ms Maria continued by explaining that the research focused on error analysis. She conveyed the results of previous research and the research gap on error analysis in Instagram captions. She discussed the research question about the errors found in students' Instagram captions.

Next, the second presenter, Ms Christine Permata Sari, explained the research method. This research employed descriptive qualitative research, with 15 students in Grade XII as the research participants. On the other hand, Ms Christine illustrated the steps to learn writing Instagram captions in detail. The research was conducted in four meetings. In the final meeting, the students posted the image and the caption on Instagram, and the teacher checked and analysed the errors in their writing. Based on the data analysis, the result showed that there were 93 errors in the captions written by the students. The errors had been classified into two main categories, namely linguistics aspects and mechanics. The linguistic aspects covered the verb, object, preposition and other linguistic components. The mechanics included sentence writing, punctuation and word choice (diction).

Lastly, Ms Christine concluded that social media was not only communication media but also learning media. Writing Instagram captions in English had a positive impact on writing skills and enriched students' vocabulary.

The Implementation of the BIG6 in Teaching Students' Reading and Information Literacy

Rizka Hartati

SMKN 1 Empat Lawang, Empat Lawang, Indonesia

Ms Rizka Hartati started her presentation by explaining the background of the research. She expounded that The Big 6 was one of the strategies for teaching English literacy and reading strategy with the 3Ls (Literature, Literacy, and Library) approach. Moreover, to support her research, she presented several previous studies conducted by Eisenberg and Berkowitz (1998) and the research reported by Diem and Hartati (2011). Ms Rizka mentioned the Big 6 Framework, which was six stages in learning. The six stages in sequence were task definition, information-seeking strategies, location and access, use of information, synthesis and evaluation. She also explained the teaching procedure in detail according to the stages of Big 6.

Furthermore, Ms Rizka continued with the research method, which was experimental research. The research design was a one-group pretest-posttest design with 25 eleventh-grade students of SMA Negeri 4 Lahat as a research sample. Next, she described some instruments used during the research. *Jennings Informal Reading Inventory (IRI)* was the first instrument administered to the whole population to select the research sample. The second and third instruments were the Reading Comprehension and Information Literacy Tests.

Next, Ms. Rizka reported the research results. The results showed that all aspects, both information literacy and reading comprehension improved significantly except *the detail* aspect of reading comprehension. Ms Rizka used correlation analyses to see whether there were significant correlations between reading comprehension and information literacy. For this, results showed that reading comprehension correlated significantly to the student's information literacy, contributing to 21.3%.

To end her presentation, she concluded that the Big 6 strategy had successfully improved reading comprehension and information literacy achievements. In reading comprehension, *inference* and *main idea* were the most improved aspects. In information literacy, *evaluation* and *use* were the aspects that brought the most significant improvement. At last, she stated that the student's reading comprehension influenced their information literacy achievement.

Learning to Write Scientific Works with Guided Writing Strategy (GWS) as an Effort to Improve Scientific Indonesian Language (BIK) in University

Robby Cahyadi

Universitas Negeri Malang, Malang, Indonesia

Mr Robby Cahyadi began his presentation by explaining the research background and its aims. He continued with the definition of Guided Writing Strategy (GWS), a strategy to write scientific works Bahasa Indonesia Keilmuan (BIK) in university. The Guided Writing Strategy (GWS) included activities before writing, writing a draft, making improvements, editing the writing and writing an essay. Moreover, Mr Robby explained the research method, which was qualitative descriptive research. The data source was the scientific papers of students who had completed the Bahasa Indonesia Keilmuan (BIK) course in 2021. Two classes were the respondents of the research.

Furthermore, Mr Robby described students' problems in writing scientific papers. The research results found that the problems were internal and external factors. Internal problems included critical thinking and insight, having no talent, the inability to write sentences scientifically, lack of self-trust and laziness. Then, the external factors consisted of the lack of encouragement from the environment, theory-based learning, lack of time spent to attend scientific work training and financial problems.

Mr. Robby explained the stages of GWS implementation. First, the pre-writing stage determined the topics to be discussed. The second stage was to make a draft. The third stage was an improvement, which described an essay that attracted interest. The fourth stage was editing, and the last is publication. In the last presentation, he stated that learning to write scientific papers using guided writing strategies needs to be applied to all subject areas.

Question and Answer Session

Question Addressed to: Ms Christine Permata Sari and Ms Maria Evita Sari

1. Name : Astri Hanifa
Institution : Universitas Negeri Yogyakarta, DI Yogyakarta, Indonesia

Question

- a. What was the measure of your satisfaction with the assessment in making captions on Instagram by students when the captions on Instagram were short (as a modern way to test language competence)?
- b. Are you sure you could maximise students' abilities, while the opportunities given are so limited (short Instagram captions)? State the reason?

Answer

- a. We used the rubric to measure writing skills.
- b. Yes, we gave more time for reflection activities during students' captions writing. I provided feedback, and students revised their captions. Reflection activity is one of the activities that can improve students' writing skills.

Question Addressed to: Ms Christine Permata Sari and Ms Maria Evita Sari

2. Name : Anonymous
Institution : -

Question

- a. In your research, the errors were classified into two categories, namely linguistic aspects, and mechanics. Which category was the most frequent one?
- b. What strategies/methods do you recommend for teachers who also want to use Instagram in writing learning to minimise the same error?

Answer

- a. The grammatical aspect was the error that students mostly make.
- b. We suggest that the teacher gives students lots of activities in daily practice. Grammatical and vocabulary errors can be minimised by giving more daily practice.

Question Addressed to: Ms Christine Permata Sari and Ms Maria Evita Sari

3. Name : Dr Min Min Yee
Institution : Yangon University of Foreign Languages, Myanmar

Question

- a. In your research, how did you guide the students the correct usage of prepositions because sometimes the usage of prepositions can be very confusing?

Answer

- a. The students had learned several things related to prepositions, so we reviewed the material related to the error with the quiz or pictures in class. We also gave personal feedback to them.

Question Addressed to: Ms Rizka Hartati

4. Name : Anonymous
Institution : -

Question

- a. What media can be used as a support in implementing the strategy? And at what stage is it used?

Answer

- a. We used Videos and links to search for it (when the internet needed to be fixed). The media was used in the two stages of Big6 are looking at the information stage and using the information stage.

Question Addressed to: Ms Rizka Hartati

5. Name : Isriani Hardini, Ph.D.
Institution : UIN K.H. Abdurrahman Wahid, Pekalongan, Indonesia

Question

- a. Could you please explain in more detail the pre-test and post-test in your research?

Answer

- a. My research was an experimental design and I used just one group (class). Before giving treatment, I carried out a pre-test for reading skills. The text used in the test was level 3 reading text. I used a test from Estrella Mountain Community College for the literacy information test, which had five questions.

Question Addressed to: Mr Roby Cahyadi

6. Name : Anonymous
Institution : -

Question

- a. What media can be used as a support in implementing the strategy? And at what stage is it used?

Answer

- a. The media used logbook which contained students' writing for each Guided Writing Strategy (GWS) stage. I used video at the listening stage. I also used a paper or article from a journal for this learning.

d. Room 4

- Day, date : Thursday, 27 October 2022
Time : 01.15—02.45 p.m.
Keynote Speakers : Eka Sugeng Ariadi, Faiqotur Rosidah and Gusti Wildayani

Materials Presented

MIKiR Strategy Elevates Students' Higher Order Thinking Skills in Writing Descriptive Text at Class VII-C MTsN 6 Pasuruan

Eka Sugeng Ariadi

MAN 1 Pasuruan, Pasuruan, Indonesia

As a start, the first presenter, Mr Eka Sugeng Hariadi, informed the participants about his status as a teacher. At the time of his presentation, he was an English teacher at MAN 1 Pasuruan. Previously, he taught English at MTsN 6 Pasuruan where the research was conducted.

Then, he explained the background of his research, i.e., the lack of students' writing skill and Teacher-centered learning. Given that writing was one of the most important skills in language learning, improving students' skill in writing had become an essential matter to tackle. Next, he mentioned his research purposes, namely (1) to describe the way to apply

MIKiR strategy, (2) to define the result of implementing MIKiR strategy and (3) to portray the students' responses after getting involved in the research. He added that MIKiR stood for MIKiR *Mengalami* (Experiencing), *Interaksi* (Interaction), *Komunikasi* (Communication) and *Refleksi* (Reflection).

Furthermore, he explained that the aforementioned objectives were resolved in two cycles of classroom action research (CAR). He revealed, then, the finding of his research. In general, the final results supported the research hypothesis that MIKiR strategy had a significant effect on improving students' higher order thinking skills (HOTS) in writing descriptive text. In other words, Mikir strategy could be used as a strategy in improving students' writing skills. This was evidenced by the class' average achievement in writing which reached scores above 70. In addition, regarding students' responses, it could be claimed that more than half of the students were more active in the learning process.

At the end of his presentation, he concluded that MIKiR strategy was worth to be practised in the classrooms not only to increase students' writing skills but also to elevate students' HOTS. Further, the strategy had a tremendous positive impact, particularly in recovering the students' motivation after suffering from the learning loss.

REACT Strategy to Implement High-Order Thinking Skills in Writing Discussion Texts

Faiqotur Rosidah

SMPN 3 Peterongan, Jombang, Indonesia

The second presenter, Ms Faiqotur Rosidah, began her presentation by mentioning the importance of Higher-Order Thinking Skills (HOTS). She stated that HOTS must be mastered by students so that they were ready to compete in the global world. This urgency was the basis for her research that aimed to improve students' HOTS. In order to achieve this purpose, she implemented REACT strategy in teaching writing. She added that REACT strategy stood for Relating, Experiencing, applying, Cooperating and Transferring.

Furthermore, she explained about the research method. Her research method was Research and Development (R&D) using ADDIE (Analysis-Design-Develop-Implement-Evaluate) model. There were 312 students involved in this research.

As the research result, she stated that her study succeeded in improving students' high-order thinking skills. In others word, REACT strategy can be used to improve students' higher thinking skills.

Improving the Competence of Comprehending Narrative Text and Creative Thinking Skill through ARPA

Gusti Wildayani

SMPN 1 Martapura, Banjar, Indonesia

The last speaker, Ms Gusti Wildayani, began her presentation by mentioning the impact of Covid-19 pandemic. The pandemic greatly influenced students' learning outcomes especially in comprehending a narrative text and improving students' creative thinking

skill. In order to overcome this challenge, she added that teachers should find out a learning strategy that could improve and facilitate students to master the aforementioned competences. Along with that, the learning process should be an enjoyable experience for the students.

Furthermore, she stated that ARPA as the abbreviation of Analyzing, Reporting and Presenting Activities, was able to be used in order to improve the students' comprehension of narrative text and their creativity at once. She explained, then, about the research methods. Her research has been conducted at SMPN 1 Martapura for four months (January to April 2022). There were 30 students participated as the research subject.

She, then, revealed the research findings. There were 83,3% of the students achieved more than minimum mastery score (≥ 75) and 80% of the students were in the level of very creative and creative. From the research result, she stated that ARPA was highly recommended to be used in improving students' competence in comprehending a narrative text and elevating students' creative thinking skills. At the end of her presentation, she expected that her research was able to raise some creative ideas and inspired other English teachers to implement other learning strategies.

Question and Answer Session

Question Addressed to: Mr Eka Sugeng Ariadi

1. Name : Htet Htet Myat
Institution : Yangon University of Foreign Language, Myanmar

Question

- a. How do you modify your teaching strategy according to your findings?

Answer

- a. Before using REACT strategy, I used the conventional way to teach English in the classroom. In order to customise the teaching, I asked my students to learn based on the four elements that MIKiR strategy have, i.e., *Mengalami* (Experiencing), *Interaksi* (Interaction), *Komunikasi* (Communication) and *Refleksi* (Reflection). Besides, I tried to be consistent to use those elements in teaching English.

Question Addressed to: Ms Gusti Wildayani

2. Name : Yee Wai Mon
Institution : University of Lashio, Myanmar

Question

- a. How did you assess the creativity of the students?
- b. What were the limitations of assessing HOTS?
- c. How did you design your teaching to develop the students' HOTS?
- d. What was the basic theoretical framework to build up HOTS in teaching writing?

Answer

- a. Students' creativity was assessed using Torrance Test of Creative Thinking through observation. There were four indicators that could be used to assess creativity, i.e., fluency, flexibility, authenticity and elaboration. Each indicators had four scoring level (1—4). Sequentially, the highest students' achievement in each indicator was able to produce a large number of idea and answer all questions given, deliver all information in the text in many ways, associate and generate information by making combination of the elements in unusual and unique way as well as add detail and expand all the information, and make it more exciting and complete.
- b. The limitations of assessing HOTS were aforementioned indicators and the scoring level.
- c. ARPA was used to design the teaching. First, in the "Analysing" stage, the students chose freely the narrative text and analysed the part of the text independently, like the generic structure, orientation, complication, etc. Then, they were asked to make synopsis of the text. Second, in the "Reporting" stage, they were asked to write report of their analysis results. Third, in the "Presenting Activities", the students were asked to present their report in front of their classmate.
- d. The research was about reading, not writing. The theoretical framework used was the reading framework by Oakhill (2015). Based on this framework, reading comprehension was important, not just for understanding text, but for broader learning, success in education and employment.

Question Addressed to: All of the Speakers

3. Name : Limala Ratni Sri Kharismawati
Institution : SEAMEO QITEP in Language

Question

- a. From the research results, it is known that the methods/techniques used can increase students' HOTS and/or Creative Thinking. Does this apply to all students with diverse characteristics?
- b. What factors must be considered in order to obtain maximum results from the methods and/or techniques that was used?

Answer

Answer by Ms Faiqotur Rosidah

- a. Yes. REACT strategy could be applied to all students with diverse characteristics. Recently, teachers were also familiar with differentiation learning. Teachers could adjust learning content, learning process, or learning products based on students' characteristics.
- b. The students' characteristics by conducting diagnostic test.

Answer by Mr Eka Sugeng Ariadi

- a. Yes. MIKiR strategy could accommodate students with various learning styles, i.e., audio, visual and kinesthetic.
- b. The main factor that should be considered to obtain maximum result was the teacher's ability to do the research.

Answer by Ms Gusti Wildayani

- a. Yes. ARPA could be applied to all students but the teacher should guide them because the capability of the students was different, i.e., fast learner and slow learner. The teachers' role was the most important factor to ensure that learning could run well.
- b. First, teachers should prepare the lesson well. Second, teachers used to make deal with the students about what they want to learn.

V. Plenary Session 2

Day, date : Friday, 28 October 2022
Time : 07.45 a.m.—09.45 a.m.
Keynote Speakers : Dr Matthew E. Poehner, Professor Robert Godwin-Jones, Dr Yuichi ONO and Prof. Dr Ni Nyoman Padmadewi

Materials Presented

Sociocultural Theory and L2 Developmental Education

Dr Matthew E. Poehner

Pennsylvania State University, United States of America

With his presentation, Dr Poehner provided an overview of the Sociocultural Theory (SCT), which was introduced and developed by Vygotsky, and its current implementation in the field of second language (L2) education. He started his presentation with a brief explanation of the history of SCT and its development until present, including some important terminologies, such as a) mediation: driving force of development and crucial aspect in diagnosing learners' development; b) Zone of Actual Development (ZAD): range of learners' abilities which are observable through their independent performance; and Zone of Proximal Development (ZPD): process of glimpsing learners' 'proximate' or next future development now in present through interaction.

Dr Poehner added that teaching was closely related with ZAD and ZPD in which involved provision of semiotic tools and their use in purposeful activity and dialogic interaction in order to promote internalisation and move toward more self-regulated learning. Thus, assessment must be concerned with determining learners' ZPD and ZAD. Regarding learners' ZPD and ZAD, Dr Poehner stated that teachers should remember that learners' potential development varied interdependently of their actual development, but the latter could not be used to predict the former.

Then, Dr Poehner continued his presentation by explaining about Concept-Based Language Instruction (CBLI) and Dynamic Assessment (DA) as two major strands of SCT work in the field of L2. He stated that the concept of CBLI began with Negueruela (2003) and reformed L2 curricula to be more focused on content of L2 instruction. In CBLI, concepts served as psychological tools which learners could use for constructing meaning in L2. Thus, knowledge about the language should come in contact with every day, spontaneous concept knowledge to design a meaningful learning. One of the learning models offered under CBLI was Gal'perin's Systemic Theoretical Instruction (STI) which consisted of 5 learning phases, i.e., Phase 1: presentation & explanation of concept; Phase 2: holistic representation of concept; Phase 3: languaging; Phase 4: practice and Phase 5: full internalisation.

Moreover, Dr Poehner explained the concept of DA in L2 education. Based on his previous research, DA was used to probe learners' current understanding, reasons behind their performance and underlying difficulties. DA also helped teachers recognise support required by learners to identify and overcome mistakes. It served as a tool to diagnose learners' development, and thus it could be concluded that DA was closely related to the concept of ZPD. He ended his presentation by showing some examples of DA procedure, one of which he called as Multi-step 'Sandwich' Format. The procedures are as follows.

- Stage 1: Actual development (initial) □ learner independent performance (scores), learner self-regulation; internalized
- Stage 2: Mediation (inter-psychological) □ items missed during Stage 1 reviewed with learners, mediating prompts, questions, feedback, models (graduated), diagnose specific areas of difficulty
- Stage 3: Actual development (provoked) □ learner independent performance (scores), learner emerging self-regulation; internalized through mediation process

Language Learning Today: Where is Technology Leading Us? What Does It Mean for Foreign Language Teachers?

Professor Robert Godwin-Jones

Virginia Commonwealth University, United States of America

Prof. Godwin-Jones began his presentation by stating that the fast pace of development in artificial intelligence, massive collections of speech data, and the power of online devices appeared to be ushering in a future in which human communication, mediated through smart tools, was made transparently comprehensible, no matter the languages spoken. Such conditions were enabled through development of translation apps, portable/wearable speech translators and intelligent language bots/assistants. Through his sharing, he invited teachers to understand what these developments mean for instructed language learning, the evolving roles of language teachers and how to integrate these tech tools and services into foreign language classes.

Prof. Godwin-Jones then continued by stating 3 possible scenarios/assumptions raised around the integration of technology and language learning, i.e., 1) with smart technologies, there would be no need to learn L2; 2) with digital technology rapid development, the formal structure of language learning was not needed; and 3) the ideal scenario of technology-integrated language learning was by blending in the formal and informal way of learning.

According to Prof. Godwin-Jones, the first scenario/assumption would unlikely to happen as smart tools would not suffice for real human engagement through language. They lacked cultural and social awareness as well as created artificial and awkward barriers. That human speech, especially the nonverbal cues and tones, was tricky to be figured out by the system's algorithm, was also another strong argument which contradicted the first scenario.

Regarding the second scenario/assumption, Prof. Godwin-Jones explained that recent studies showed that there was a rise of informal language learning practice which was influenced by the use of online L2 by adults. The language was used more for recreational purposes, such as social, music/video, gaming, reading fanfiction, reading lyrics and subtitles. He added that the phenomenon was enabled by the fact that language was learnt based on its usage and

thus, it was learnt based on patterns, not rules, through repetition with variations of inputs. However, most of the studies focused on English and for intermediate/advanced learners. He also stated that there were some issues which revolved around this scenario/assumption, i.e., not all resources were free and there was no mentoring/monitoring available which could lead to less opportunity for guided reflection and critical analysis.

Lastly, Prof. Godwin-Jones shared the ideal scenario to integrate technology into language learning that was by blending formal and informal ways of learning. This ideal concept meant several things for language teachers, i.e., creating opportunities to explore new learning models, including the use of smart devices and other tech-heavy instructions, encouraging exploration of learning resources and services, etc. He concluded that blended learning model encouraged teachers to personalise learning according to learners' needs and proficiency levels. It encouraged peer-to-peer communication and developed intercultural communication competence and thus, he proposed the concept of "The Porous Classroom: Socially Responsible Blended Learning" which did not only integrate technology, but also added in social concerns as an invitation to integrate global citizenship themes to language classroom. It was an ideal way to promote critical engagement of learners with their own or others' culture beyond textbooks.

Potentials and Challenges in Analyzing Learning Behaviors in a Post-Covid 19 Online Education Paradigm

Dr Yuichi ONO

University of Tsukuba, Japan

Dr Yuchi ONO started his presentation by mentioning that Covid-19 pandemics brought the online learning environment rapidly to the surface. Consequently, foreign language learning environment was also supported by technological advancements. He also briefly mentioned the history and characteristics development of technology-integrated language learning environment, from Structural CALL in 1970s-80s and Communicative CALL in 1980s-90s to Integrative CALL and MALL in the 21st century.

In his research, Dr Yuchi ONO intended to analyse learners' learning behaviours during the post-Covid-19 online education to understand and optimise learning and the environments in which it took place. He focused on learners' learning behaviour in speaking and listening tasks. Based on the research data, there were three distinct behavioural patterns defined for speaking tasks, i.e., sentence-centred group, chunk/word-focused group and balanced group. He added that learners changed their learning patterns in different materials with different difficulties. Moreover, the data showed a fact that learners' behaviour patterns were similar regardless of their proficiency. They were, in general, changed their behaviour towards more balanced direction to be more accurate and fluent in speaking.

Dr Yuchi ONO continued his presentation by sharing his practice of teaching listening. He used both top-down and bottom-up process with dictation task mediated by CaLabo MX. In his research, he analysed the relationship between learning behaviour and listening strategies in the online dictation practice. The analysis was based on 4 strategies in English Listening Strategy Inventory (ELLSI), i.e., global understanding, paralinguistic and grouping, knowledge and experience-based and (general) learning strategies. Based on the data

analysis, he stated that learning strategy used by the learners had correlation with their learning behaviour.

To conclude his presentation, Dr Yuchi ONO shared the analysis of behaviour-learning discrepancy showed by the data. He stated that information avoidance which referred to the decision to delay or avoid available but potentially unwanted information, was the potential factor of discrepancy. Information avoidance could happen because 1) the learners did not enjoy the act of thinking, 2) they were unsettled by uncertainty that new information might create, or 3) they did not care about the information.

Current Issues of Teaching English to Students of Special Needs in Inclusive Classroom

Prof. Dr Ni Nyoman Padmadewi
Universitas Pendidikan Ganesha, Indonesia

Prof. Dr Ni Nyoman Padmadewi began her presentation by sharing a statistical data on a number of students with special needs in inclusive primary schools in Indonesia. She, then, continued with the brief overview on inclusive education and its existing situation. Inclusive education allowed students of all backgrounds to learn and grow side by side, to the benefit of all. They learnt in the same classrooms and schools. It was viewed as the most effective way to give all children a fair chance to go to school, learn and develop the skills they needed to thrive. However, based on WHO data (2011), children with disabilities continued to face significant barriers to inclusive education and to face disproportionate amounts of bullying and violence in their schools and communities.

Then, she mentioned types of special needs children which included hearing/visual/intellectual impairment, down's syndrome, autism, ADHD, etc. Furthermore, she also mentioned principles and objective of inclusive education. She also stated that there were two models of inclusive education, namely 1) partial inclusion (students with special needs were included in a regular classroom but were pulled for required services to more segregated setting) and 2) full inclusion (students with special needs were included in a regular classroom and support was given to the regular education teacher).

Prof. Dr Ni Nyoman Padmadewi also presented a case of an inclusive school in North Bali, Indonesia. In this area, the types of special needs children accepted in inclusive classrooms were those who had mildly visual and hearing impairment, had speech/language problems with the help of professionals and mildly mentally disabled students. Some schools also accepted autistic/Asperger, ADHD, speech delay and slow learners. Then, she informed the audience the implementation of inclusive education in the school which covered 8 points. One of them was parents' orientation and involvement. She believed it was important to involve parents and provide them orientation in order to socialise the nature of students with special need, the policy, system and programmes used in teaching and to emphasise the important roles of parents and their commitment to provide sufficient support for the children.

Based on her best practices, there were two practices of partial inclusion model that were implemented, i.e., integrated and pull out. Teacher used the whole person approach and differentiated instruction to teach special needs students in bilingual classroom. Teachers

used various teaching methods, depend on the objective of the learning and students' needs/characteristics. Some of the methods used were cooperative learning, peer tutoring, multi-sensory teaching and project-based learning.

She also showed some examples and documentation of classroom design for inclusive education, learning media, process of teaching and students' work. She concluded her presentation by stating that the success of implementation needed a lot of commitments with a lot of different things into account, such as 1) good understanding of special-needs students; 2) continuous monitoring of students' progress and behaviour; 3) close collaboration between teachers/schools, parents, and other stakeholders; 4) reliable system of administration; as well as 5) regular meetings and conferences among stakeholders and programme synchronisation.

Question and Answer Session

Question Addressed to: Prof. Robert Godwin-Jones

1. Name : Mughits Rifai
Institution : Universitas Pendidikan Indonesia

Question

- a. I learnt from the plenary session yesterday that some apps provided feedback produced by AI. How effective do you think this type of feedback is to help autonomous language learners?

Answer

- a. It is quite difficult to make a general statement about that because every application is different in terms of what it is capable of to provide feedback. But there are applications that will allow the user to put in parameters that are specifics to that user and allow the feedback to be tailored, for example, to the proficiency level of the user. That is most often seen not in generally available mobile applications, but more typically found in systems that are labelled 'Tutorial CALL' or 'ICALL/ Intelligent CALL'. In these systems, teachers have the opportunity to have a profile of the learner created so that the system knows about the learners in terms of proficiency level and their prior experience with the language. They also have the capability of recording common errors and know about problematic areas in terms of learning that the learners have history of. However, such personalisation is not usually available in commercial language learning applications, such as Duolingo or Babble.

Question Addressed to: Dr Matthew E. Poehner

2. Name : Chotmaniyah
Institution : SMK Negeri 8 Malang

Question

- a. During pandemic, I did a small survey on a group of 100 students at my school about how confident they were to communicate in English. What I expected from doing online learning was the students were more confident to speak in English rather than in offline session. In fact, most of them were still

choosing written form to communicate. The question is: what kind of scaffolding is suitable to make them use English (L2) in speaking during online classroom?

Answer

- a. I would use the term ‘mediation’ rather than ‘scaffolding’. One of the differences is that ‘mediation’ focuses more on development. Without looking at the context of specific learning activities to promote speaking, teachers need to take account of several things when giving ‘mediation’, such as learners’ background and the ultimate aim of the activity. It arises three questions: 1) “*developmentally, what are we trying to get them into practice?*”; 2) “*what are we trying to get them to do and why?*”; and 3) “*what sorts of resources would be available?*” Moreover, digital tools such as online dictionaries can be used in the mediation. Teachers can develop an awareness of what they offer us for learning and how these tools can become resources for us to engage in language in a meaningful way.

Question Addressed to: Dr Yuichi Ono

3. Name : Peni Larasati
Institution : SMP IT Ar Raihan Bantul

Question

- a. What are the stimuli to make the students care about the information and enjoy to think?

Answer

- a. Providing any kind of stimuli are possible. However, it is also important to conduct an observation-based analysis to gain more data and analyse them in designing personalised-level stimuli. For example, when we conducted this research, we had 40 students in the classroom. We tried to pick up very unique information about their personal characteristics. Most of the students stopped at one point, but some of them did not stop there. Then, we have to think “*why did some of them not stop?*” This kind of question is a very important that will lead to the observation-based analysis and to provide stimuli at a very much personalised level.

Question Addressed to: Prof. Robert Godwin-Jones

4. Name : Htet Htet Myat
Institution : Yangon University of Foreign Languages

Question

- a. How do we integrate students who are familiar with AI language and those who can't use smart devices?

Answer

- a. One of the aspects of integrating technology into the classroom that is often to be discussed is that there will be some students who are already very familiar with certain technology or mobile apps, or have explored language

learning apps on their personal devices. On the other hand, there will be other students who probably haven't had those experiences.

Some of the things that teachers can do are as follows.

- 1) Bridging Activities: invite students, who have used AI devices or certain mobile apps that they have found to be useful and motivating, to present it briefly in class as a warm-up activity;
- 2) Teachers can inform students a little bit what is available in terms of tools for language learning. Teachers can also inform the class which applications will be used in the class and which one might be avoided as they are tricky or have a premium start up possibility;
- 3) Teachers may take advantage of the students who are tech-savvy to have them demonstrate the use of the application and be a mentor for other students.

Question Addressed to: Prof. Ni Nyoman Padmadewi

5. Name : Anonymous
Institution : -

Question

- a. Based on your experience/research, how did the teacher discipline their special students, especially the ones with autism or ADHD, to concentrate and engage in the learning process?

Answer

- a. First, it is important for the teachers to understand students' characteristics and what is actually needed by them to be able to create solution for the problem. One thing is that students do not like it if their teachers say "no" to them. Not only they don't like it, the students might develop into a kind of tantrum as a response to that word. As an alternative, teachers can start by giving a kind of instructions, such as "yes, but you have to this first" or "you can do B later, after A must be done". Teachers can use either picture in order to help students understand about it or show students what rewards will be given if they finish their tasks as instructed.

Next, if students show tantrums or are being restless when they have to do certain tasks or activities, teachers should be able to understand the situation and not force them to do it. Instead, teachers can ask the students to have a 5-minute break to go around and then come back to finish the task.

Lastly, teachers need to develop coordination with parents. Students, uniquely, or sometimes weirdly, show a kind of behaviours which is really difficult to be understood. Therefore, teachers might need to coordinate with parents to gain more information about the students and their behaviours. One of the ways is by asking questions like "what happened the night before?" because sometimes, some factors such as lack of sleep could be the reasons for students' weird behaviour in the classroom. Moreover, coordination with the parents also helped during the online learning phase. Parents are given

orientation on the applications used for learning and they also participate in the learning process as tutors for their kids.

Question Addressed to: Dr Matthew E. Poehner

6. Name : Sonya Puspasari Suganda
Institution : Universitas Indonesia

Question

- a. You mentioned that the DA is based on ZPD, which among others, focuses on how (well) the students' response to the instruction given and how they manage to cope with the task. My question is: what should we do if students are reluctant to show response? Many teachers dealing with Indonesian students are familiar with this problem. Indonesian students are known to be shy when asked to speak or to engage publicly/socially. What does this phenomenon show us and what can we learn from that?

Answer

- a. It is not something unique to Indonesian students. One of the things that may show us is students' concern over producing errors and lack of confidence in their language abilities. Dynamic Assessment (DA) is often viewed positively by learners because it offers a way of thinking about and engaging in assessment that feels safe and less threatening because the expectation is not that they are going to be able to perform successfully on their own, not that they have all of the answers, but rather that they are jointly constructing responses with the assessor, that there is this cooperation between the assessor and the learner.

Much of the early work of DA was done in the field of special education. So, there was certainly a population of learners that often has a history of academic struggle/difficulty and it is not completely dissimilar with language learners. Sometimes, students are resistant and concerned. Helping them to move toward a new way of thinking about assessment that is not putting them in 'the hot seat' with stress and pressure, but rather as an opportunity to work with the teacher and the assessor to try to extend their abilities beyond what they can do on their own, is a more collective and more cooperative way of thinking about assessment than what we are sometimes used to and it takes time to gain that comfort.

Question Addressed to: Dr Yuichi Ono

7. Name : Erni Yulianti
Institution : SMA Negeri 1 Pangkalpinang

Question

- a. How effective is the Dictation process in writing activity?

Answer

- a. The dictation process, listen and write correctly, has benefits for learners because they do not only have to listen carefully, but also produce the language in a careful way. They need to monitor their awareness about grammar, vocabulary and phonology in a total integrated way. However, in my impression, dictation is very difficult for most of the students. They have difficulties to comprehend everything in an accurate way. Dictation is great to be done as a task which facilitate students to challenge themselves during the learning process. Teachers, then, need to decide what is the emphasis of the activity.

VI. Parallel Session 2

a. Room 1

- Day, date : Friday, 28 October 2022
Time : 09.55—11.00 a.m.
Keynote Speakers : Anis Handayani & Agustina Tyarakanita, Elys Putri Karismawati and Sean Patrick Kang & Wiputra Cendana

Materials Presented

The Presence of Reader Engagement in Argumentative Essays: Does It Affect the Writing Score?

¹⁾Anis Handayani and ²⁾Agustina Tyarakanita
^{1) 2)} Universitas Sebelas Maret, Surakarta, Indonesia

Ms Agustina Tyarakanita began the presentation by defining argumentative essay. She, then, mentioned previous research justifying the benefits of reader engagement. The justification underlay the purpose of the study, i.e., to explore how reader engagement affects EFL argumentative essay scores, both qualitatively and quantitatively.

Ms Agustina elucidated the theoretical framework of the study. The study took meta discourse framework proposed by Hyland (2005) which focused on five elements, namely reader pronouns, personal asides, appeals to shared knowledge, directives and questions.

The study was conducted in one of universities in Indonesia which had academic writing class major. The study was completed in eight meetings which included instructor's explanation, students' peer assessment and students' revision. The study also included paper writing (700-900 words), which should be done in one week and submitted at the 8th meeting via email.

The data was obtained from 18 essays written by students and interview. The essays were scored by the instructor and categorised into nine highest-rated essays (HRE) and nine lowest-rated essays (LRE). Two students from each category were interviewed.

The study used qualitative and quantitative data analysis method. For qualitative method, the researchers did the highlighting, coding and labelling the expressions which represented reader engagement in the students' text (inter-rater). For quantitative method, the researchers used Rank Spearman analysis by SPSS statistics 24 to find the correlation between the essay score and the number of engagements.

Furthering the presentation, Ms Anis Handayani explained four main findings of the study as follows.

- The students knew the importance of including their readers in the writings.
- HRE students were more aware of the readers' presence.
- HRE involved varied reader engagement.
- High frequency of reader engagement was found in the introduction part.

For the quantitative analysis, it was discovered that the higher number of engagements coincided with the higher scores of the essays. However, the correlation was not significant. Thus, it could be concluded that the number of reader engagement found in the essays only had small effect on the writing scores.

From the results, it was acknowledged that reader engagement in argumentative essays coincided with the improved quality and writing scores. However, some students still used reader engagement ineffectively. Therefore, teachers should explain the importance of reader engagement, clear writing instruction and ways to use resources appropriately and effectively.

A Classroom Action Research: Using Mentimeter to Enhance Students' Engagement in ELT

Elys Putri Karismawati

Universitas Sebelas Maret, Surakarta, Indonesia

At the beginning of her presentation, Ms Elys Putri Karismawati explained that, after the remote learning, students lacked confidence to share their ideas in offline classes. This was due to the pressures existed in physical classroom setting such as peer criticism, among others.

Ms Elys, then, stated that her study implemented Classroom Action Research (CAR) framework to investigate the use of Mentimeter and its influence on high school students with low learning engagement in an English language class. She continued by explaining Mentimeter, its features and schematic mechanism.

Previous studies showed that using instructional technology, including Mentimeter, gave various advantages to foreign language teaching. However, there were only few studies investigating the use of Mentimeter in high school level, particularly in Indonesia.

Ms Elys' study involved 30 students of a public high school in Indonesia. The study was conducted for nine weeks. The data was collected from questionnaire, semi-structured

interview and participant observation. The method used in analysing the data was thematic analysis.

Students' low engagement during the class and the aftermath impact of remote learning were the two main problems discovered from the observation. Based on the classroom observation, questionnaire and interview, it was found that most students were not satisfied with the teaching and learning process. They needed a more fun and interactive way of learning English.

After using Mentimeter for one and a half months, most students had positive attitude towards Mentimeter as a learning media. Moreover, Mentimeter had enhanced students' engagement during classroom activities.

The Utilization of Jeopardylabs: Octalysis Framework & EFL Students' Engagement in Online Learning

¹⁾Sean Patrick Kang and ²⁾Wiputra Cendana

¹⁾Independent English Educator and Researcher, Bandung, Indonesia & ²⁾Universitas Pelita Harapan, Tangerang, Indonesia

Mr Wiputra Cendana defined the three important elements of the study, namely JeopardyLabs, gamification approach and Octalysis. The core drives of Octalysis were as follows (Chou, 2014).

- Epic Meaning and Calling;
- Development and Accomplishment;
- Empowerment of Creativity and Feedback;
- Ownership and Possession;
- Social Influence and Relatedness;
- Scarcity and Impatience;
- Unpredictability and Curiosity;
- Loss and Avoidance.

He continued by stating the urgency of the study, i.e., the crisis of learning engagement. He also defined learning engagement and some factors affecting students' engagement in learning.

The study employed a qualitative method by observing the class throughout the implementation. Mr Wiputra also elaborated the steps taken in gathering the data. The study was conducted for a month at a private school in Grade 9 English Language Acquisition class. Field notes were used to gather real-time evidence of the ongoing implementation of gamification approach. Prior to the data analysis, the researchers examined the field notes thoroughly. Also, the researchers took note of certain phenomena and group them based on the Octalysis framework model.

Further, Mr Wiputra elaborated the implementation of JeopardyLabs in the study. Findings of the study showed that JeopardyLabs enhanced students' involvement in the online learning. Students enjoyed and actively contributed to the lesson. Moreover, the description on the Octalysis framework instilled in JeopardyLabs proved to engage students in learning.

At the end of his presentation, Mr Wiputra stated some recommendations for the next study. First, further implementation of JeopardyLabs in a hybrid setting was suggested to compare the effectiveness of the approach. Second, a collaboration with teachers of other disciplines was recommended to obtain a breadth of results in implementing the framework.

Question and Answer Session

Question Addressed to: Ms Anis Handayani & Ms Agustina Tyarakanita

1. Name : Atin Kurniawati
Institution : UIN Raden Mas Saidi

Question

- a. The study is very interesting. However, I am wondering about the scoring rubric of the essay. Would you like to share the aspects of the scoring which eventually resulted the scores used in this study?

Answer

- a. The scoring rubric was developed by the teacher. In the scoring rubric, there were seven aspects that we measured. They were introduction, thesis statement, main points of the argumentative essay, conclusion, the organisation, mechanic and style of the writing and citation. When they had those aspects, students would get higher score for their essays. Other teachers might have different scoring rubrics, so it depends on the teacher.

Question Addressed to: Ms Elys Putri Karismawati

2. Name : Agustina Tyarakanita
Institution : Universitas Sebelas Maret

Question

- a. What type of engagement became the concern of your research?

Answer

- a. The engagement that I addressed was the one that I could see at that time. For instance, when I saw some students got bored during the lesson, they usually played with their cell phones even though the teacher was explaining. Only a few students focused on the lesson. The engagement that I concerned was something I could see at that time or that I could see physically when I observed the class.

Question Addressed to: Mr Wiputra Cendana

3. Name : Erni Yulianti
Institution : SMAN 1 Pangkalpinang

Question

- a. How effective is the JeopardyLabs for the students' reading activity? How did you analyse the research data by class observation?

Answer

- a. Based on the qualitative research, we tried to gather some data. In gathering the data, we did not only use the students' work when they were involved in JeopardyLabs, but also obtained some feedback from them to get some snapshots based on what they received and their struggles during learning. So, the data was gathered from the observation, field notes and interview. The three instruments were used to solidify the data so that we could analyse it.

Question Addressed to: Ms Anis Handayani

4. Name : Ranny Ramdhayani
Institution : SMKS Nurul Islam

Question

- a. Based on your research, how can we encourage the students to begin their writing even for their own story to get a good essay?

Answer

- a. In my study, the essay was a part of their task, so they had to write the essay, whether they wanted or not. But, if you ask how to encourage students to write, I usually tell them that writing is not easy. So, it takes a long process. What they have to do is begin writing. Since writing is not only one stand, they have to begin writing and then revise it until they have the best version of their writing. You can have some awards for the students to encourage them.

Question Addressed to: Ms Elys Putri Karismawati

5. Name : Dr Arjulayana
Institution : Universitas Muhammadiyah Tangerang

Question

- a. Do you think Mentimeter is available for students' speaking activity? How to do it through Mentimeter? Based on your finding that they can engage learning through Mentimeter, can you explain how did the engagement and how to create direct interactive with this app?

Answer

- a. Based on the previous studies that I read, there are some studies investigating some skills that could be enhanced by Mentimeter, and one of them is speaking. This is because when we use interactive media, the students can participate or contribute to the activity. It depends on the teacher whether we can encourage the students to speak or not. When we have a question on the screen, the students have to express their ideas. The teacher's task is to read some of the responses and have a discussion with the students. That is our task, as teacher, to encourage the students not only in the engagement in particular, but also in speaking. We can also ask the students to write something on their mobile devices. This way, the students will have less fear. After that, we have to encourage the students to speak up their writing

displayed on the screen or we can have discussion with other students. It depends on the teacher whether we can encourage all skills in the classroom.

Question Addressed to: Mr Wiputra Cendana & Mr Sean Patrick Kang

6. Name : Astini
Institution : PT Mitrais

Question

- a. When JeopardyLabs first applied in the class, did you experience any challenges? If you had, how did you cope with it?

Answer

- a. Mr Sean: I think the first challenge was the students who just came in to school and needed more time to adapt to the offline circumstances. The second challenge was that we needed to have a comprehensive technology literacy in using this because we need to adjust the timing. To cope with the challenges was by explaining the procedures so that each student knew how to play the game because the goal was for the students to understand the content of the lesson. So, they would be cognitively and socially engaged. We emphasised that there was no winner nor losers or no right nor wrong. Our role as teachers, were not as a judge but as a facilitator. The goal was to get every student engaged in the classroom as well as to foster and support learning atmosphere. By doing so, I think we can cope with the challenges. We are dealing with human being, with the students, we have discrepancy in terms of generation. We need to have understanding on how to deal with them.

Mr Wiputra: We have the generation Z who tries to engage with the digital things, so everything will run well because they know how to do that, especially they are in the teenager level. So, keep trying to help them. We need to prepare challenges that some teachers or lectures have already been passing through the learning experience. We need to move on, learn and re-learn the new technology exposure. So, it really helps us to find out and get into the challenges.

Question Addressed to: Ms Elys Putri Karismawati

7. Name : Dr Min Min Yee
Institution : Yangon University of Foreign Languages

Question

- a. Is there a limit on Mentimeter? Which is better, Kahoot or Mentimeter (just your opinion)?

Answer

- a. I chose Mentimeter in my study not to promote it, but because it is one of media that we can use to engage students' participation in the classroom. Kahoot is also one of the media. In my opinion, both Kahoot and Mentimeter have their limitation. We have to subscribe to have full experience in the

features. For Mentimeter, we can use up to seven types of free quizzes, polling and question and answer. In my experience, it was quite good to use for whole presentation. However, if we have the premium subscription, it will be better. If we use free subscription of Kahoot, we can only have two interactive activities. I chose Mentimeter because I could use more features but limited number of the use of those features.

b. Room 2

Day, date : Friday, 28 October 2022
Time : 09.55—11.00 a.m.
Keynote Speakers : Entusiastik; Mungkap Mangapul Siahaan, Jumaria Sirait & Rudiarman Purba; and Isriani Hardini, PhD, Satomi Kawaguchi, Bruno Di Biase & Carol Reid

Materials Presented

A Look into Dialogs in an Indonesian ELT Coursebook

Entusiastik

Universitas Islam Kadiri, Kediri, Indonesia

Ms Entusiastik explained that Indonesian government aimed to foster character education through school-based education improvement initiatives. This character education was expected to be embedded in all learning materials, including English textbooks. Materials written in school textbooks are supposed to reflect the five main characters namely Religiosity, Nationalism, Cooperation, Independence and Integrity. The textbooks were also supposed to be in line with the goals and standards of basic and core competencies outlined in the curriculum. She explained that textbook writers had to ensure balance between the character education and principle of second language acquisition in their books. However, the reality was different, because the principle of second language acquisition sometimes was not really reflected.

Furthermore, she mentioned that the emerging of local/national English textbook writer brought advantages for English teachers to have more options and references to be used in the classroom. The English textbooks from local/national writers were deemed to be more suitable and culturally relevant to the students because they usually used local contexts and settings. Nevertheless, some concerns pointed out the teacher's dependence on textbook as some textbooks were lack of natural interaction. Hence, the English learners are bound to sound bookish without using features of spoken grammar. This was one reason why many of us were shocked or not confident enough when using English for the first time in real interaction. There may be a need to evaluate samples of dialogues written in textbook by looking at its linguistic plausibility as well as its degree of authenticity and plausibility as a human interaction. Linguistic plausibility refers to common features of natural conversation such as false starts, repetitions, pausing, back channeling, as well as the length and tone of the dialogues. Meanwhile, authenticity and plausibility (human interaction plausibility) focus on how natural the interactions, the characters, and the setting are likely to happen in real life.

The methods used by Ms Entusiastik in the study was qualitative approach with content analysis method. She selected and analysed four sample dialogues from the book entitled

“*When English Rings A Bell*”. She identified language features conveyed in the dialogues; classified dialogues; and presented sample dialogues to be analysed based on the theoretical framework. She analysed the dialogues by consulting to the dictionary and an online corpus such as Corpus of Contemporary American English (COCA) as well as her native speaker colleague to give his judgment for phrases or words samples.

Moreover, she presented her findings which are the extracts of the dialogues. For example, the word “*sounds*” in “*that sounds a good idea*” supposed to be followed by an adjective not a noun phrase. Thus, the phrase should be *sounds good*, *sounds great* or *sounds interesting*. She concluded that the course book written by Indonesian writers in this study had shown on how to use dialogues to teach character values (e.g., respects, politeness, curiosity, and friendliness). However, there had been lack of authenticity in terms of linguistic and real interaction as analysed from the sample dialogues.

She offered some recommendations. First, material writers needed to take into accounts that dialogues not only provided appropriate language models, but also models of authentic and natural interactions. Second, writing dialogues for ELT course books took not only linguistic competence. This required pragmatic and sociolinguistic competence as well, so that writers could provide appropriate language input for learners. Material writers should exercise caution when creating a situation which stimulated learners’ affective engagement as this required ability to provide appropriate responses through appropriate language models. Her study also encouraged material writers to consult the corpus and use authentic materials to increase relevance and learners’ engagements.

Using Problem Based Learning Approach in SIAKAD Web-Based System to Enhance Writing Ability of University Students

¹⁾Mungkap Mangapul Siahaan, ²⁾Jumaria Sirait and ³⁾Rudiarmann Purba

^{1) 2) 3)} Universitas HKBP Nommensen Pematangsiantar, Pematangsiantar, Indonesia

Mr Mungkap mentioned research from Ainin et.al (2019) on SIAKAD as one of the famous e-learning systems which provided an innovative and fun learning. SIAKAD served various multimedia resources as books, videos, assignment, exercises, scoring, group discussion, seminars, test and questionnaires. His study utilized this web-based learning system to improve the students’ writing ability.

Writing was a familiar subject for students and became significant known as skill and art of life. As a skill, learners organised and practiced their competences in vocabulary, grammar and text to produce an acceptable language in sentence or paragraph forms. As a compulsory subject served for English learners, teaching writing needed an active collaboration between the teachers and the learners. The problem, which resulted from daily test of writing lesson in English class of 2021/2022 academic year, was that 60% of learners had not completed the test. Therefore, the class needed an appropriate strategy by using a certain learning model with the media to improve learning result.

Mr Mungkap’s study integrated Problem-based Learning (PBL) in the university’s web-based learning management system, named SIAKAD, to explore its possibilities and constraints for teaching-learning activities as well as to promote students’ collaboration and engagement. He employed Research and Development Approach (R&D) through

procedures, namely 1) collecting information from relevant literature review; 2) making plan through the formulation of elements such as determining competencies, goals, learning sequences and trials; 3) developing initial products; 4) conducting experttests of initial products; 5) developing relevant product; 6) conducting test on the feasibility product; 7) revising the final products; as well as 8) implementing product.

The instruments used in his research were questionnaires, interview guides and tests. Qualitative data analysis was conducted through data identification, data grouping, data presentation and explanation and conclusion. The data of his research was taken from some resources such as: (a) teaching-learning process conducted in the web-based teaching and learning (SIKAD) through writing lesson in the form of pdf, PowerPoint, film and animation, (b) SIKAD assignment feedback and (c) multiple choice form of the test.

The findings showed that the development of teaching material products such as textbooks, presentation slides, PDF, film and animation in the SIKAD was categorized as valid and feasible. Moreover, the students' learning final achievement index showed that the average score of learning writing lesson was up 81,25. Related to the academic circular letter of the University of HKBP Nommensen Pematangsiantar, if the mean score of the achievement index started from 80,00, it was categorized A which was very satisfying. He concluded by stating that this proved PBL approach applied in SIKAD was very effective.

Processability Theory and Developmentally Moderated Focus on Form Instruction in Indonesian Kindergarten EFL Program

¹⁾Isriani Hardini, PhD, ²⁾Satomi Kawaguchi, ³⁾Bruno Di Biase and ⁴⁾Carol Reid

¹⁾UIN K.H. Abdurrahman Wahid, Pekalongan, Indonesia & ²⁾³⁾⁴⁾Western Sydney University, Australia

At beginning of her presentation, Ms Isriani explained that age-onset of English learning turned out to start early in the world, especially in Asian countries. This move was encouraged by the widespread perception that English language education was useful for the children's future, especially in countries where English was not the official or first language, such as Indonesia. Some metropolitan, middle-class kindergartens had been offering English language programmes in recent years. Her study examined the language development in EFL among Indonesian kindergarten children using Developmentally Moderated Focus on Form (DMFonF) instruction within the framework of Processability Theory (PT), focusing on the acquisition of English plural marking in Indonesian kindergarten children. She investigated an Islamic private kindergarten located in Bandung, West Java.

In this study, Ms Isriani utilised three theoretical frameworks, i.e., Processability Theory (PT), Teachability Hypothesis, and Focus on Form (FonF). PT was used as a metric for second language development. There were five stages on PT. However, in the study, Ms Isriani focused on three bottom stages. The first stage was Lemma Access when children produced single word or formula. The second stage was Category Procedure when children were able to produce plural *s/es*, *past -ed*, or *verb -ing*. The third stage was Phrasal Procedure when children were able to produce phrasal plural marking and combination of noun and quantifier or number. For example, *many dogs* or *three black cats*.

Teachability Hypothesis meant that a particular structure was teachable if the learner had already acquired the stage just prior to that structure in their developmental trajectory (developmental readiness). Meanwhile, the Focus-on-Form (FonF) was an instructional approach which overtly drew attention to the linguistic elements as they arose incidentally in lessons which overriding focus was on meaning or communication.

Ms Isriani research design was longitudinal quasi-experimental which included a pre-test, DMFonF intervention and post-test over one semester (12 weeks). She investigated 20 kindergarten children, consisted of 10 K1 first-year class (4-5 years old), 10 K2 second-year class (5-6 years old), as well as their English teacher (non-native, 1 person). The DMFonF intervention was administered for 20–25 minutes per day, twice a week. This was an addition to the on-going daily English classes. She introduced grammatical structures using picture description task to the children based on PT developmental stages. The teacher gave feedback to the children only on the form being focused on in the particular lesson (i.e. plural marking). During the programme, she utilised video and audio recording of speech production in class and individually out of class. The recordings were analysed further using ELAN software and Corpus analysis for word frequency lists and concordance transcription software.

Before the intervention, most of K1 and K2 children were at first stage of PT framework. After the intervention, the result showed that all children in K1 and K2 attained the lexical stage (second stage) and 17 out of 20 children attained the phrasal plural stage (third stage). The findings supported that DMFonF teaching was more successful than merely meaning-based instruction in encouraging English grammatical development beyond lexical learning.

Question and Answer Session

Question Addressed to: Ms Entusiastik

1. Name : Atik Ulinuha
Institution : IIK Bhakti Wiyata

Question

- a. I believe that the books you have studied were published by well-known publishers. Don't they have any proofreader or editor to verify the content?

Answer

- a. The book analysed in the study was actually Buku Sekolah Elektronik (electronic textbook) promoted by the Ministry of Education. I believe we have an organisation to make sure that the process of writing and publishing the book has gone through quite a rigid procedure. I cannot tell the less natural samples in this study caused by the lack of linguistic knowledge or there is typo. But, I would say from my perspective as an English teacher who is non-native and still have weaknesses on pragmatics, social linguistic, and social culture, it is recommended to consult the dictionary, corpus, or other resources. This is because that no matter how proficient we are, as the non-natives, there is still something that makes our judgment different to the native speakers.

Question Addressed to Mr Mungkap Mangapul Siahaan

2. Name : Anonymous
Institution : -

Question

- a. The SIAKAD used as a LMS where lecturers upload the materials, post the assignments, give tests; and students upload their task. Would you please elaborate your teaching techniques using the LMS?

Answer

- a. Web-based system and other educational technology are considered as a need in this era of teaching and learning. Most of my teaching writing are conducted through web-bases system (SIAKAD). However, sometimes the learning is conducted in offline mode.

Question Addressed to Isriani Hardini, PhD

3. Name : Hamirullah Hadji Dalle
Institution : SD Negeri Tumpas

Question

- a. What is your opinion and what method is effective for kindergarten level? In this case, young learners in Indonesia who have many obstacles in English.

Answer

- a. The children tend to get bored after half an hour in English class. Hence, to solve this problem you should give fun instruction using cards, YouTube videos or songs. After comprehending the curriculum or syllabus, try to find techniques that children like. In my research, I used flashcards showing singular (e.g., apple), and plural phrase (e.g., a lot off apples).

Question Addressed to Ms. Entusiastik

4. Name : Htet Htet Myat
Institution : Yangon University of Foreign Languages

Question

- a. How do you access dialogues that students produce naturally?

Answer

- a. I am not sure to get the question. Is it access or assess? It is starting from the materials that we show to students, we have to make sure that the language used in dialogues provide them with natural spoken language. There are several spoken language features, such as the use of idiom, word chunks to help improve the authenticity.

c. Room 3

Day, date : Friday, 28 October 2022
Time : 09.55—11.00 a.m.
Keynote Speakers : Dr Ni Luh Putu Sri Adnyani, Ni Made Rai Wisudariani, Gede Aditra Pradnyana, Putu Wiraningsih & Gede Tegar Kriswinardi; Tarida Alvina Simanjuntak and Ayu Putri Seruni & Rita Agustina Karnawati

Materials Presented

Developing Sign Language Android Mobile Application 'Letsign' for Deaf and Hard Hearing Children

¹⁾ Dr Ni Luh Putu Sri Adnyani, ²⁾ Ni Made Rai Wisudariani, ³⁾ Gede Aditra Pradnyana, ⁴⁾ Putu Wiraningsih and ⁵⁾ Gede Tegar Kriswinardi
1) 2) 3) 4) 5) Universitas Pendidikan Ganesha, Singaraja, Indonesia

Dr Ni Luh Putu Sri Adnyani started her presentation by introducing herself and her institution. She explained that this research was based on the Decree of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 56/M/2022, regarding guidelines for implementing the curriculum in the framework of learning recovery. Background of this research was based on initial observations and document studies at the school. Several problems found in teaching English to students with special needs, mainly deaf students, were the unrealistic expectancy of the core and basic competencies; the unavailability of materials provided for English learning, books, modules, handouts, visual resources and English teachers with SIBI. Accordingly, to assist deaf students in learning English, Dr Ni Luh used an application developed at Appstore, namely Letsign.

Next, Dr Ni Luh declared that Letsign was a mobile application with three sign languages. The first was Sistem Isyarat Bahasa Indonesia/Indonesian Sign Language System (SIBI). Second, Kata Kolok (also known as Bengkala Sign Language) was an indigenous sign language of a village in northern Bali, Indonesia. The third was American Sign Language (ASL). The Letsign application included several functions, namely Register, Login, Search, Word Categories, and Search History. Further, each category had several word lists and a video showing how each word was signed based on the Indonesian Sign Language System, Kata Kolok, and ASL.

By the end of her presentation, Dr Ni Luh concluded that the Letsign application could improve students' ability to use American Sign Language (ASL), which was taught in English class. She mentioned that the post-test findings showed that the average post-test score for each session exceeded 7.50. Finally, she stated that Letsign helped deaf students get visual information about what they had learnt.

Pengaplikasian Media Audiovisual dalam Pembelajaran Kosakata Bahasa Jerman

Tarida Alvina Simanjuntak

Universitas HKBP Nommensen Pematangsiantar, Pematangsiantar, Indonesia

Ms Tarida Alvina Simanjuntak began by explaining background of her research. She stated that vocabulary mastery was one of the essential elements in language skills as well

as in the German Language learning. Therefore, it was necessary to apply learning strategies using engaging media, one of them was audio-visual media. In addition, exciting media was expected to increase attention, interest and student learning outcomes.

Moreover, Ms Tarida continued to explain the research method. She described that this type of research was quasi-experimental research (quasi-experiment). The research was conducted at the German Language Education Study Program, Faculty of Teaching and Education, University of HKBP Nommensen Pematangsiantar in 2022/2023. She further informed the definition and previous research related to audio-visual media.

Then, Ms Tarida showed an increase in student learning outcomes. This was shown from the average score which increased from 74 to 86 in the post-test. Prior to the end of her presentation, she outlined that using audio-visual media in learning created a new atmosphere and particular interest for students. Moreover, audio-visual media had also proven to be effective in learning vocabulary.

Development of Japanese Language Learning Media Android Application Based on Mobile Assisted Language Learning

¹⁾Ayu Putri Seruni and ²⁾Rita Agustina Karnawati

^{1) 2)} Universitas Muhammadiyah Prof. DR. Hamka, Jakarta, Indonesia

The first presenter, Ms Ayu Putri Seruni, started her presentation with an explanation of the title and focus of the research. Next, the second presenter, Ms Rita Agustina Karnawati, continued with her research background, which focused on the increasing significance of mobile technology in second language learning; one of them was mobile-assisted language learning (MALL). She further described previous research related to her study. Previous research showed that mobile-assisted language learning (MALL) in Japanese learning had never been implemented. Furthermore, Ms Rita declared that the novelty of the research was the development of Japanese language learning media by utilizing MALL, namely BIMi Japan.

In addition, Ms Ayu continued to explain the method of research, i.e., the Research and Development (R&D) method with the ADDIE model. Meanwhile, the method comprised five stages, namely development, design, analysis, evaluation and implementation. Ms Ayu further stated that the research conducted the need analysis by observation with teachers at SMAN 2 Pandeglang and MA PTQ Al Azhar Ummuh Suwannah. The observation showed that schools need more fun learning media for students that could be used anywhere and anytime.

Moreover, Ms Ayu Described the design stages, which included creating a concept map, a media content outline, a material description and designing learning media in digital form. Next, material and media expert validation were carried out at the development stage. The last stage was implementation. BIMi Japan used a wide-scale implementation in schools with 40 students at PTQ Al Azhar Ummuh Suwanah comprised 20 male and 20 female students. Lastly, Ms Ayu stated that based on this study results, the Bimi Japan application as an Android application based on Mobile Assisted Language Learning was categorised as very good and worthy of use.

Question and Answer Session

Question Addressed to: Dr Ni Luh Putu Sri Adnyani

1. Name : Nia Kurniawati
Institution : Universitas Negeri Jakarta

Question

- a. How is the levelling of the English Proficiency in the Letsign apps? Is there any specific framework for deaf or special needs students for their English Proficiency?

Answer

- a. In the initial/previous observations (need analysis), we found that the seventh grade was the first time students had English lessons. So, students had never studied English at the previous grade levels. Therefore, this app was designed with basic vocabulary with around 15 themes.

Question Addressed to: Dr Ni Luh Putu Sri Adnyani

2. Name : Maria Evita Sari
Institution : Tunas Bangsa Christian School

Question

- a. Personally, your paper is inspiring because I do agree that deaf students also need to learn English to develop themselves in the future. However, how did you manage the class so all students could learn and practice the same number of vocabulary in a certain meeting by using the app?

Answer

- a. We only used the app at SLB 1 Buleleng Bali, which had nine students. Some students had mobile phones. For the other schools, the app was supplementary/complementary material.

Question Addressed to: Dr Ni Luh Putu Sri Adnyani

3. Name : Istiqomah Dewi HARTADI
Institution : Non-Institution

Question

- a. Regarding the number of students, did you make a classification for the students, make one class for child's deaf and speech-impaired for the same grade except blind?

Answer

- a. The schools where we implemented the app had different classes (based on the special needs/disability), but we just focused on implementing the app in one class (deaf students).

Question Addressed to: Ms Tarida Alvina Simanjuntak

4. Name : Talitha Ardelia
Institution : SEAMEO QITEP in Language

Question

- a. Could you please elaborate more on how you assessed their *Wortschatz* (vocabulary comprehension)? What was the assessment technique used and did you integrate it to other language skills?

Answer

- a. The strategy used was to adjust to the theme to be studied and the language skills to be achieved.

Question Addressed to: Ms Ayu Putri Seruni and Ms Rita Agustina Karnawati

5. Name : Anonymous
Institution : -

Question

- a. In the learning, an application is inseparable from a strategy/method. What strategies/methods are suitable for the application?
b. Could you please share with us, the challenges in implementing the app?

Answer

- a. This type of research was Research and Development (R&D) using the ADDIE model which consists of five stages, namely 1) Analyzing, 2) Design, 3) Development, 4) Implementation and 5) Evaluation.
b. The challenge in implementing BIMJ Japan was an extended test. We conducted three tests until the final product.

Question Addressed to: Ms Ayu Putri Seruni and Ms Rita Agustina Karnawati

6. Name : Thida Aung
Institution : Shwebo University, Myanmar

Question

- a. I would like to know the differences between Japanese Language Learning and other languages

Answer

- a. The first difference is the shape of the letters. Japanese uses Hiragana, Katagana, and Kanji. Furthermore, in learning Japanese letters, we use media that makes it easy for students to understand. Second, the difference is in grammar which is different from Indonesian (first language). Lastly, Kanji in Japanese and Mandarin are different.

d. Room 4

Day, date : Friday, 28 October 2022
Time : 09.55—11.00 a.m.
Keynote Speakers : Herman Syahputra and Mughits Rifai & Professor Nenden Sri Lengkanawati

Materials Presented

Pendapat Siswa mengenai Penggunaan “LearningApps.org” sebagai Media Pembelajaran pada Pelajaran Bahasa Jerman

Herman Syahputra

SMAN 2 Torgamba, Kota Pinang, Indonesia

Mr Herman Syahputra started his presentation by saying that the development of the world in the 21st century was marked by the use of information and communication technology in all aspects of life. In education, the development of ICT encouraged innovation related to the development of technology-based learning media.

Furthermore, he explained the purpose of the study, i.e., to determine students’ responses to the use of LearningApps.org as a learning media, especially in learning German. He continued by explaining the research method. The research method used in this study was descriptive qualitative method. The research participants were 20 students of SMA Negeri 2 Torgamba, Labuhan Batu Selatan, Sumatra Utara, Indonesia. The data was collected through questionnaire.

Then, he revealed the finding of his research. From the research results, it was known that *LearningApps.org as a learning media* made learning German more fun and less boring (20 students) and increased students’ focus in learning German (17 students). Besides, 18 students stated that they had more enthusiastic to learn German.

At the end of his presentation, he concluded that there was a positive response to the use of *LearningApps.org learning as learning media* in learning German. Learning through *LearningApps.org* increased student enjoyment in learning German and it made them easier to understand the learning material.

A Study on Undergraduate EFL Students’ Learning Strategies during the Covid-19 Pandemic

¹⁾Mughits Rifai and ²⁾Professor Nenden Sri Lengkanawati

¹⁾²⁾Universitas Pendidikan Indonesia, Bandung, Indonesia

In the beginning of her presentation, Mr Mughits Rifai explained the aim of his research, i.e., to discover whether successful learners applied more frequent learning strategies during the Covid-19 pandemic. The intended learning strategies included managing own learning, classroom participation, the use of sources and learning with others. In addition, the study also attempted to find out the attitude of language learners towards learning strategies.

Then, he explained the research methods. His research was conducted using descriptive approach to discover the application of learning strategies by the students in order to cope

with the pandemic situation. There were 20 undergraduate students as research participants. The participants were divided into two groups according to their GPAs, i.e., successful learners and less successful learners. The classification was intended to compare the results of the survey responses between two groups.

Furthermore, he revealed the research results. The findings showed that successful learners changed the way they learn in terms of the quantity or frequency of the strategies they applied during the pandemic. Based on the research result, the teachers should change their teaching method from full online synchronous learning to blended learning which combined synchronous and asynchronous learning. Lastly, he recommended that student should arrange a flexible timetable for self-study to achieve success in learning.

Question and Answer Session

Question Addressed to: Mr Herman Syahputra

1. Name : Mahiang
Institution : -

Question

- a. Could you give me the example of your question in your questionnaire?

Answer

- a. Some questions in the questioner were
 - 1) How is the implementation of *LearningApps.org* as a learning media?
 - 2) Does *LearningApps.org* make the learning atmosphere less boring?
 - 3) Does *LearningApps.org* make students more focus in learning?
 - 4) Does *LearningApps.org* make students more enthusiastic in learning?
 - 5) How usefull is *LearningApps.org* as learning media in learning German?

Question Addressed to: Mr Herman Syahputra

2. Name : Limala Ratni Sri Kharismawati
Institution : SEAMEO QITEP in Language

Question

- a. From the research results, it was known that *LearningApps.org* could increase students' motivation. Did this apply to all students with diverse characteristics?
- b. What factors must be considered in order to obtain maximum results from the methods and/or techniques that you use?

Answer

- a. Yes, *LearningApps.org* could be applied to all students with diverse characteristics. In kurikulum Merdeka, there were two aspects that we should know as a teacher, i.e., Kodrat Alam and Kodrat Zaman. Kodrat alam related to the students' characteristic, i.e., they liked to learn every day. Besides, Kodrat Zaman related to the teachers' task, i.e., to prepare the students to meet the challenges of the times. Therefore, learning using *LearningApps.org* was related to the students' Kodrat Alam.

- b. The teacher must make a design that suits the students' characteristics. For students with visual learning style, the teacher could add videos or pictures in the design. In spite of that, for students with auditory learning style, the teacher could add audio related to the material.

Question Addressed to: Mr Mughits Rifai

3. Name : -
Institution : -

Question

- a. You stated that successful learners applied different learning strategies during the pandemic. Could you please explain more about the different learning strategies they used?

Answer

- a. From the research finding, it was found that there were differences in the use of learning strategies between successful and less successful students. Successful students tended to join classes more often while the less successful students tended to search the information through the internet or websites.

Symposium Summary

Below is the symposium summary.

1. The Covid-19 pandemic affects all aspects, including education. Learning, which was previously conducted offline, is halted and replaced by online mode. Online learning, at first, created many challenges. As time goes by, however, teachers and students have adapted and developed to face the changes.
2. The success in facing challenges is inseparable from the rapid development of technology and digital applications. In this digital era, one of the technologies useful for language learning is artificial intelligence (AI). AI can help teachers to prepare their teaching and evaluate the learning. AI also has a lot of possibilities to help students to learn.
3. The fast pace of development in technology leads to constant improvement in the quality of language learning tools, the range of languages supported, and the convenience of the use of the language tools. Teachers are expected to consider this development not as a threat but as an opportunity that can be used as a teaching and learning media.
4. In addition to the use of the latest learning media, teachers should implement appropriate teaching methods and strategies to develop students' Higher Order Thinking Skills (HOTS) and creative thinking. It is important for the students to master these skills so that they can compete in the digital era. Furthermore, language teachers must master the theory of cognitive development in order to not only improve students' language skills, but also promote the development of the students, including intellect, cognitive abilities and emotions. Teachers should also be knowledgeable on inclusive education, which allows students of all backgrounds to learn and grow side by side. This is for the purpose of benefitting all.
5. Today's language teachers are faced with a wide variety of possibilities for assessing the language knowledge and abilities of their students, in the face-to-face

classroom as well as the online teaching environment. For assessments to contribute meaningfully to language teaching and learning, it is important for teachers to understand the different uses of assessment in the classroom and to select language tests that meet their needs.

6. Teachers should obtain updates on the new trends in the field of material development since teaching materials are important aids in the classrooms. Teachers could get the updates from three research frameworks, namely content, consumption and production. One research idea is to investigate whether teaching materials can expand teachers' knowledge.
7. During the two-day symposium, keynote speakers, invited speakers and presenters shared their research and best practices on trends in language teaching which can be categorized into five topics of discussion, they are language teaching approaches, methods and strategies in the present day (13 papers), new ways to use media in language teaching (9 papers), novelty of language teaching material development (3 papers), assessment development in the advanced era (1 paper) and tendency of the present classroom discourse and strategies to deal with it (5 papers).
8. Based on the aforementioned points, we should "take note" that language teachers must be able to adapt and take advantage of the development and challenges of the times. Language teachers must be able to design learning that could prepare students to compete in the digital era.

VII. Closing Remarks

At the beginning of her speech, R. Dian Dia-an Muniroh, PhD extended her appreciation to the Deputy Director for Programme, Ms Esra Nelvi M. Siagian, for her stewardship of the 13th AISOFOLL and for the excellent executive summary.

Further, she expressed her joy in holding the symposium and welcoming more speakers this year. It was a good sign of continuity and importance of keeping up with the new trend in language teaching. Besides, the presentation and discussion sessions were a prove that "we" shared similar interest and progress to tackle the language education issues as an impact of Covid-19 compounded with complicated issues of the advanced era, i.e., industrial revolution of 4.0. and society 5.0.

Furthermore, she mentioned that there were many interesting and useful presentations during the plenary and parallel sessions. Therefore, she believed that the two-day symposium, bringing together over 300 language teachers and researches from Southeast Asia and beyond, was a productive exchange of experience on matters related to the topic, i.e., Keeping Up with the New Trend in Language Teaching.

Moreover, she mentioned that SEAQIL was the place where collaboration could be established. This was due to SEAQIL's capacity to connect to concerned parties, i.e., language teachers, practitioners, education personal, researchers and policy makers. This was also due to SEAQIL's mandate.

Then, she extended her high appreciation to the plenary and parallel speakers for the stimulating talk and to the guest and all participants for investing their time in this symposium. Her sincere appreciation also went to all members of organising committee for the tremendous effort to organise the symposium successfully.

At the end of her speech, she cited the quote by Martin Luther King, Jr., i.e., *If you can't fly, then run; if you can't run, then walk; if you can't walk, then crawl; but whatever you do, you have to keep moving forward.* Regarding to any challenges, it was time to move to the direction that would help SEAQIL achieve its goal, that is to improve the quality language teachers and education personnel in Southeast Asia.

Lastly, she hoped that all attendees could join the 14th AISOFOLL. After that, she officially closed the 13th AISOFOLL.

APPENDICES

Abstracts and Full Papers

Keynote Speakers

ONLINE LEARNING: THE TRENDS AND FUTURE PREDICTIONS

Gumawang Jati
iTELL, Indonesia

Abstract: The rapid expansion of technology and digital application is changing how we live, work and learn. "It is a 4th Industrial Revolution driven by the fusion and amplification of emerging breakthroughs in artificial intelligence (AI), automation and robotics." (Manns, 2017). The potential of AI in language learning will be discussed in the first part of this presentation. The potential of AI for teachers will be elaborated on how AI can help prepare to teach and evaluate learning. AI also has a lot of possibilities to help students learn, from being a communicator to a private tutor who can provide input and advice in the learning process. In this section, several AI-based applications will be introduced as examples. The second part of this presentation will present the potential of Augmented Reality and Virtual reality in language learning, along with some ideas to be implemented in the classroom. After seeing some possibilities and trends, the last part of this presentation will raise some questions about learning trends in the new normal era.

BIO STATEMENT

Gumawang Jati is a English Senior Lecturer at ITB. He is teaching Academic Writing and Critirical Reading. Previously he was the Head of ITB Language Centre. His area of interest is Technology in Education, including Technology Enhanced Language Learning (TELL). Other than teaching he runs workshops and trainings for language teachers in the area of TELL. He is now the president of Indonesia Technology Enhanced Language Learning Association (iTELL).

MEANINGFUL ASSESSMENT FOR THE LANGUAGE CLASSROOM: ADVANCES AND CHALLENGES IN THE MODERN ERA

John M. Norris

Educational Testing Service, Japan

Abstract: Language testing has evolved rapidly in the modern era, due to advances in technology and in response to new educational challenges, including the COVID-19 pandemic and the rise of virtual learning. Language teachers today are faced with a wide variety of possibilities for assessing the language knowledge and abilities of their students, in the face-to-face classroom as well as the online teaching environment. In order for assessments to contribute meaningfully to language teaching and learning, it is important for teachers to understand the different uses for assessment in the classroom and to select language tests that meet their needs and are appropriate for their students. In this presentation I will discuss how teachers can evaluate language tests based on the ways in which they are designed, the uses for which they are intended, and the impacts they have on learners and learning. In particular, I will focus on diverse tests of communicative language ability in order to highlight how different tests are designed to meet distinct purposes and resolve different challenges. From efficient assessments, like C-tests and Elicited Imitation, to task-based performance assessments, to AI-driven automated assessments, I will show how teachers can make sure that tests contribute meaningfully to classroom foreign language learning.

BIO STATEMENT

John Norris is a Principal Research Scientist at ETS Japan, where he conducts research and outreach related to language teaching, learning, and assessment. From 2016-2022 he was Senior Research Director of the Center for Language Education and Assessment Research at Educational Testing Service in the US. Prior to joining ETS, he was a professor at Georgetown University and the University of Hawai‘i at Mānoa, and assessment specialist at Northern Arizona University. He began his career as an English teacher in Brazil, and he completed his Ph.D. in Second Language Acquisition at the University of Hawai‘i. John’s research focuses on language education (task-based language teaching), assessment, program evaluation, and research methods. His most recent book publication is “Assessing academic English for higher education admissions”, winner of the Sage/ILTA best book on language testing in 2022. John speaks and conducts research on German, Portuguese, and Spanish, and he is currently acquiring Japanese.

SOCIOCULTURAL THEORY AND L2 DEVELOPMENTAL EDUCATION

Matthew E. Poehner

Pennsylvania State University, USA

Abstract: The aim of this presentation is to provide an overview of current research and practice in the field of second language (L2) education informed by Sociocultural Theory, as it was elaborated in the writings of Russian psychologist L. S. Vygotsky (2012). The presentation begins by situating SCT within a Marxian meta-theoretical framework (Ratner & Silva, 2017). It is argued that the significance of this lies in the dialectical thinking that runs through all of Vygotsky's work (Lantolf & Poehner, 2014). Two especially important dialectical positions are identified: a) the premise that human beings are shaped by our material circumstances but that we also have the potential to transform the world; and b) the view that the generation of knowledge occurs through activity in the world aimed at particular goals (e.g., widespread literacy). The former point connects to Vygotsky's (1997) view of teachers as "creators" of development and the broader position that education should aim to promote the development of the person, including intellect, cognitive abilities, and emotions. The latter point is referred to as *praxis*, and it organized Vygotsky's efforts to simultaneously establish a new scientific psychology and address pressing social problems of his day (Barrs, 2021; Newman & Holzman, 2013). After introducing these principles, the presentation turns to two major strands of SCT work in the L2 field, Concept-Based Language Instruction (CBLI) and Dynamic Assessment (DA). It is argued that both represent instances of praxis as they are theory-guided educational practices that, in turn, offer new insights into developmental processes and open new directions for research (Poehner, van Compernelle, Esteve, & Lantolf, 2018). Examples of this work are provided from recent studies to highlight how a language curriculum may be organized around conceptual knowledge that offer learners 'tools' for thinking with language (CBLI) and how assessment procedures that integrate interaction and attention to learner responsiveness can provide a fuller diagnosis of language abilities (DA). Remaining time will be devoted to emerging topics for L2 research and practice, including the importance of creativity and emotions in L2 development.

BIO STATEMENT

Matthew E. Poehner is Professor of World Languages Education and Applied Linguistics at The Pennsylvania State University. A former teacher of French and English as a second language in secondary and university settings, Dr. Poehner's research engages Vygotskian Sociocultural Theory to understand processes of instructed L2 development and to organize educational environments and activities to promote learner language abilities. A major line of this work is devoted to Dynamic Assessment, a rethinking of assessment practice that embeds instruction as part of the procedure to broaden diagnoses of abilities. Dr. Poehner has pursued research on Dynamic Assessment in both classroom/tutoring environments and formal testing contexts in the U.S., Finland, China, and Israel. Results of this work have been reported in numerous journal articles and book chapters. Dr. Poehner's recent

publications include two co-edited volumes, *The Routledge handbook of Sociocultural Theory and second language development* (with J. P. Lantolf & M. Swain, 2018) and *Toward a reconceptualization of second language classroom assessment. Praxis and researcher-teacher partnership* (with O. Inbar-Lourie, Springer, 2020). He is immediate Past President of the International Association for Cognitive Education and Psychology and is Associate Editor of the journal *Language and Sociocultural Theory* (Equinox).

CURRENT ISSUES OF TEACHING ENGLISH TO STUDENTS OF SPECIAL NEEDS IN INCLUSIVE CLASSROOM

Ni Nyoman Padmadewi

Universitas Pendidikan Ganesha, Indonesia

Abstract: Students with special needs have the same entitlement to a worthwhile education regardless of the special characteristics of their needs that differentiate them from regular students. Inclusive education allows students of all backgrounds to learn and grow side by side, to the benefit of all. However, including students with special needs in a regular classroom is not as simple as it sounds, and teaching English to them needs experience, special knowledge, and skills in classroom pedagogy. This paper aims at sharing issues pertaining to approaches, methods, and strategies for including students of special needs in teaching English in inclusive classrooms and sharing best practices that have been implemented in a bilingual primary school. The paper also discusses how task-based and project-based learning are designed following the philosophy of differentiated instruction and for the empowerment of accepting differences and building students' awareness. An example of a student-designed legacy project for special-needs students will be described to show how students' centred character education practices are conducted in modelling the behaviour of universal kindness and being emphatic in assisting a student of special need in an authentic situation, not only for authentic English uses but more importantly, for real-life application of caring and understanding differences.

Keywords: *inclusive classroom, students with special needs*

BIO STATEMENT

Ni Nyoman Padmadewi is a professor in English Language Education at Universitas Pendidikan Ganesha (Undiksha), Bali, Indonesia. Her Master's degree in Education was obtained from the School of Education at Macquarie University, NSW, Australia. A Doctorate degree in Linguistics was completed at Udayana University, Denpasar, Bali. She is the coordinator of the Doctorate Degree in English Language Education at Undiksha. Her research interests lie in literacy, inclusive classroom, English for young learners, English teaching methods, and assessment. Prof. Padmadewi is also the founder of a bilingual kindergarten and bilingual primary school in North Bali, Indonesia, as well as a consultant for curriculum designs in teaching English for students with special needs and a reviewer for international journals.

NEW TRENDS IN THE FIELD OF MATERIALS DEVELOPMENT

Nigel Harwood

The University of Sheffield, United Kingdom

Abstract: I begin this talk by justifying the need to conduct research on materials development in general, and on TESOL materials and textbooks in particular. I then present three different approaches to researching TESOL materials: i) research focusing on *content* (examining materials and textbooks at the level of the page); ii) research focusing on *consumption* (studying how learners and teachers make use of materials); and research focusing on *production* (investigating how materials and textbooks are written and published). I explain and exemplify each approach by reviewing recent studies of each type. I then describe examples of current innovative materials research, presenting an agenda for future researchers in the field to pursue. Among the research projects proposed is work to investigate how closely teachers adhere to or deviate from their textbook materials, research to determine the effectiveness of teachers' use of materials, and explorations of how in-service teachers' professional development programmes can enhance teachers' competence as materials designers and consumers.

BIO STATEMENT

Nigel Harwood is Professor of Applied Linguistics at the University of Sheffield, UK. His research interests include academic writing, citation analysis, and TESOL textbooks and teaching materials. He has published two edited collections which focus on TESOL materials and textbooks: *English Language Teaching Materials: Theory and Practice*, published by Cambridge University Press, and *English Language Teaching Textbooks: Content, Consumption, Production*, published by Palgrave Macmillan. In addition, he had published his research in journals such as *Applied Linguistics*, *Journal of English for Academic Purposes*, *Journal of Pragmatics*, *Modern Language Journal*, and *Written Communication*. He is a former co-editor of the first-quartile journal *English for Specific Purposes*.

LANGUAGE LEARNING TODAY: WHERE IS TECHNOLOGY LEADING US? WHAT DOES IT MEAN FOR FOREIGN LANGUAGE TEACHERS?

Robert Godwin-Jones

Virginia Commonwealth University, United State of America

Abstract: The fast pace of development in artificial intelligence, massive collections of speech data, and the power/ubiquity of online devices appear to be ushering in a future in which human communication, mediated through smart tools, is made transparently comprehensible, no matter the languages spoken. That is enabled through sophisticated translation apps, portable/wearable speech translators, and intelligent language bots/assistants now available. The constant improvement in quality, the range of languages supported, and the convenience of use of these language tools have led some to question the practical need to learn a second language. In this talk we will explore what these developments mean for instructed language learning, for the evolving roles of language teachers, and for the logic/process of integrating tech tools and services into foreign language classes.

BIO STATEMENT

Robert Godwin-Jones, Ph.D., is Professor of World Languages and International Studies at Virginia Commonwealth University and past Director of the English Language Program there, as well as Director of the Instructional Development Center (Office of Information Technology). His research is principally in applied linguistics, in the areas of language learning and technology and intercultural communication. Most recently, he has worked in the areas of mobile-assisted language learning, open educational resources, telecollaboration, and informal language learning. He writes a regular column for the journal *Language Learning & Technology* on emerging technologies. Robert has published five books and numerous articles and book chapters, as well as regularly presenting at international conferences. His most recent book, co-edited with Richard Lin and I.J. Weng (2018) is *Internationalizing English Language Education in Globalized Taiwan*. OCID: 0000-0002-2377-3204

POTENTIALS AND CHALLENGES IN ANALYZING LEARNING BEHAVIORS IN A POST-COVID 19 ONLINE EDUCATION PARADIGM

Yuichi ONO

University of Tsukuba, Japan

Abstract: In this talk, I would like to review a few current studies dealing with learning behaviour and student's actual learning, and demonstrate to what degree the data would reflect their actual learning. There are two perspectives in analysing learning behavioural data: One is the association with student's actual learning from a self-regulated learning viewpoint, which is a promising point for future pedagogical paradigm; the other is a challenging aspect: on the discrepancy between data and actual learning. Especially the second one is a fundamental issue in learning analytics and its relevant research fields that their learning behaviour does not mean that they got aware of, paid attention to, and understand the relevant text, sound, and others in comprehension. There are some studies that they stopped and repeated some words again and again in a listening comprehension task, but it does not necessarily mean that the student listened to and understood these words. How to handle such behave-and-ignore data is an important theme in dealing with behavioural data in learning analytics and the topic I would like to introduce in this talk. In conclusion, I would like to suggest the necessity to include psychological concepts in analysing the behavioural data.

BIO STATEMENT

Yuichi Ono, who received his doctoral degree in Japan in 2015, is a professor of the Faculty of Humanities and Social Sciences at University of Tsukuba in Japan. He was employed as a CALL manager of the Center for Education of Global Communication (CEGLOC) in 2011, after he had been working at Oyama National College of Technology in Japan for 15 years. His research area includes Technology-Enhanced Language Learning (TELL), Language Learning Support System, Universal Learning Environment Design, and Collaborative Learning, as well as Theoretical and Computational Linguistics such as Contact Linguistics, Second Language Acquisition, and Natural Language Processing. As an English as a Foreign Language (EFL) instructor, he teaches computer-assisted courses such as intercultural communication, critical reading skills, and integrated-skill enhancement courses to Japanese EFL learners. In addition, he is in charge of research-related courses such as second language acquisition, contact linguistics, and language processing.

Invited Speakers

DEVELOPMENT OF JAPANESE LANGUAGE LEARNING MEDIA ANDROID APPLICATION BASED ON MOBILE ASSISTED LANGUAGE LEARNING

Ayu Putri Seruni¹, Rita Agustina Karnawati²

^{1,2} Universitas Muhammadiyah Prof. DR. Hamka, Jakarta, Indonesia

Abstract: Mobile Assisted Language Learning is familiar to language learners who are easier to use in learning anywhere and anytime. The large use of Language applications makes application development from the Education sector. The purpose of this study is to develop Japanese language learning media using the Bimi Japan android application and analyze the feasibility level of the Mobile Assisted Language Learning-based android application. Bimi Japan is designed according to the needs of high school language learning that is tested in high schools and high school teachers. The development of this application is based on the frame work of Mobile Assisted Language Learning. This type of research is research development Research and Development (R&D) using the ADDIE model which consists of five stages, 1) Analyzing, 2) Design, 3) Development, 4) Implementation and 5) Evaluation. This research instrument is in the form of a questionnaire used for the feasibility test of the Bimi Japan application. The research results obtained from the assessment of two material experts were rated as excellent and two media experts were rated as excellent. Based on the results of this study, the Bimi Japan application as an Android application based on Mobile Assisted Language Learning is included in the category of very good and worthy of use.

Keywords: *Japanese Learning Media, Android Apps, Mobile Assisted Language Learning*

INTRODUCTION

Mobile Assisted Language Learning (MALL) created by Chinnery in Arvinitis (2021), says mobile devices can be used as pedagogical tools for language learning. Although, mobile assisted language learning has been applied for a long time in the 90s, from the concept of computer assisted language learning. The concept of computers becoming a mobile technology that has the characteristics of practicality can be carried anywhere, is currently developing rapidly. Over the past 15 years, the use of mobile technology has significantly increased, with mobile-internet devices exceeding the number of traditional desktop and laptop computers (Pegrum, 2014). Mobile Technology is now used in various sectors, one of which is the second language learning sector. The growing ubiquity of mobile technologies, such as smartphones and tablets, has affected the way people study and learn a second language (L2) (e.g., Kukulska-Hulme *et al.*, 2017). Currently we can see various kinds of foreign language learning applications that develop through mobile technology and there are many users because they have practicality and can be used by anyone using the internet, provides one of the few systematic investigations into the effectiveness of a widely used commercial language learning app (Loewen, Shawn *et al.*, 2019). The development of

Language learning applications has an advantage to both parties between application makers and learners.

The main advantage of MALL is that it allows students to create their own learning framework in terms of time, place and how they will use online information and learning materials with the consequence that their education is self-sufficient (Burston, 2013). Independent learning is carried out outside of formal learning. Arvanitis said more and more learners are learning foreign languages outside of formal and digital classroom-based education (Arvanitis, 2019). This significantly affects the research and implementation studies of MALL and leads us to better explore and understand the needs of learners/users.

In addition, Rosman (2008) defines m-learning as using mobile technologies (such as mobile phones and handheld computers) to improve the learning process and involves the delivery of digital content to wireless mobile phones connected to work and education. Apparently, the development of mobile learning has replaced its association with e-learning by being available in almost all locations and times (Kukulka-Hulme & Traxler, 2005). The mall concept can be seen as a process of learner participation in language learning activities and language use, integrated into m-learning (Cakmak, 2019) With emerging technologies and more and more multimedia software and mobile applications, learning is becoming more authentic, context-aware, and ubiquitous, in other words, mobile (Cakmak, 2019) Another review study is also claims that MALL mostly occurs in the local community of students or their campuses (Shadiev, 2019) In other words, the learning media used as per local needs.

The creation of mobile education based on (Andamsari, 2016), goes through several stages, namely making material maps, outlines of media contents, material distribution and designing media creation visually. Therefore, the design of learning media for android applications requires several stages from analyzing needs, designing concept maps, making an outline of media content, making material jobs to designing media creation visually. The problem of developing Japanese language learning according to the development of mobile assisted language learning must be tested whether it has feasibility or not. This review study aims to address the following research questions:

1. How to design Japanese learning media in the form of applications through stages 1) Analysis, 2) Design, 3 Development, 4) Implementation and 5) Evaluation?
2. Does the Bimi Japan app have user eligibility for learners?

METHODS

This research uses the Research and Development (R&D) development method with the ADDIE model which consists of five stages, namely 1) Analysis, 2) Design, 3 Development, 4) Implementation and 5) Evaluation. The purpose of using the R&D research method is to obtain products in the form of Android-based Japanese learning media from the Computer Assisted Language Learning course.

Respondents of the Research

Respondents of the research are High School Level Japanese Teachers, Japanese Language Lecturers, Media Experts and 40 High School Level Students.

Research Variables

The variable of this research is the development of Japanese learning media, namely Bimi Japan, which has been validated by learning media experts.

Instruments

Questionnaires from students, teachers, lecturers and experts regarding learning using the Bimi Japan application media were analyzed using the following calculations

Table 1. Scoring

Criterion	Score
Excellent	5
Good	4
Enough	3
Less	2

Calculates the overall average value and each component of the assessment by the formula:

$$\bar{x} = \frac{\sum x}{n}$$

Information:

\bar{x} = Average score of each initializing component

$\sum x$ = Number of scores of each scoring component

n = Number of validators

Converts the average score of each component in the form of quantitative data into qualitative. The average score of each component compared to the ideal scoring score with a scale of 5 score conversions can be seen in Table 2.

Table 2. Conversion of quantitative data into qualitative data with a scale of 5

Score	Category	Score	
		Account	Result
5	Excellent	$X > 3 + (1.8 \times 0.67)$	$X > 4.2$
4	Good	$3 + (0.6 \times 0.67) < X \leq 3 + (1.8 \times 0.67)$	$3.4 < X \leq 4.2$
3	Good Enough	$3 + (0.6 \times 0.67) < X \leq 3 + (0.6 \times 0.67)$	$2.6 < X \leq 3.4$
2	Not Good Enough	$3 - (1.8 \times 0.67) < X \leq 3 - (0.6 \times 0.67)$	$1.8 < X \leq 2.6$
1	Very Lacking Good	$X \leq 3 - (1.8 \times 0.67)$	$X \leq 1.8$

(Source: Eko Putro Widoyoko, 2009: 238)

Data Analysis Techniques

Analysis Stage

The process of collecting information data by analyzing the needs of Japanese learning in several high schools with interviews with teachers, then discussed in class.

Design Stage

Product design in accordance with the analysis that has been carried out, the steps of the design stages are as follows:

- a. Create a concept map based on the curriculum that matches the high school level
- b. Create a Media Content Outline that includes themes, indicators, subject matter, evaluation and sources
- c. Create a Material Scale that includes material descriptions and visual displays
- d. Designing learning media in digital form

Development Phase

Development of media testing in accordance with the design that has been made. After the creation of learning media has been completed, it has been validated by validators, namely material experts and media experts. The validation process is carried out by 4 validators, namely material expert lecturers, material expert teachers and media experts.

Implementation Phase

The implementation of this study used a limited-scale implementation in schools with 40 students. The learning design used was tested using the experiment method (single One Shot Case Study).

Evaluation Stage

The next stage is an evaluation to revise the implementation results so that it can produce a final product.

RESULTS

The results of the research are in accordance with 5 stages of research, namely: 1) Analysis, 2) Design, 3) Development, 4) Implementation and 5) Evaluation.

Analysis Stage

Needs analysis

Observations and interviews conducted with teachers at SMAN 2 Pandeglang. Japanese language learning is in demand by students at SMAN 2 Pandeglang, but teachers have difficulty in preparing various learning media that students are interested in according to the digital generation. The learning materials needed are related to the material of basic Japanese daily activities.

Based on the results of observations, schools need more fun learning media for students that can be learned anywhere and anytime. Digital learning media that suits the current generation so that they are more enthusiastic about learning Japanese

Design Stage

After conducting a needs analysis, planning stages are made with the steps of the design stages as follows:

Create a Concept Map

Analyze the high school RPP from the needs analysis and choose learning materials. The concept map takes two basic Japanese learning materials needed in communicating.

Outline the Contents of the Media

Designing an Outline of Media Content in accordance with the Learning Implementation Design and concept maps that have been made that include themes, indicators, subject matter, evaluation and sources.

Making Material Jabaran

Designing material jabaran that is more in-depth than the content of the Media Content Outline and preparing images, icons support the content of the material jabaran which includes material descriptions and visual displays.

Designing Learning Media in Digital Form

The design of the learning media uses a simple design from the beginning of the surface to the end, which is given to a third party for its manufacture.

Development Phase

The development process after Bimi Japan learning media has been well designed in digital form, the learning media is validated by validators. The validation process is carried out by 4 validators, namely material expert lecturers, material expert teachers and media experts.

Material Expert Validation

Validation was carried out by two material experts, namely Japanese language lecturer Uhamka and PTQ Al-Azhar teacher Ummuh Suwannah. Validation carried out by material experts is by collecting material feasibility assessments of bimi Japan applications. Feasibility assessment by a material expert 1. Material expert assessment I obtained an average score of 4.6 categories is excellent and material experts 2 obtained an average score of 4.4 categories is excellent. From the two material experts, an average value of 4.5 was obtained with an excellent category. The results of the validity test by the material expert can be presented in the following table:

Table. 3 Material validation test results

No.	Validators	Average	Category
1	Material Expert 1	4,6	Excellent
2	Material Expert 2	4,4	Excellent
Overall Average		4,5	Excellent

Media Expert Validation

Media expert validation was carried out by two it graduate media experts. Media feasibility assessment by media expert 1 obtained an average score of 4.3 excellent category and media expert 2 obtained an average score of 4.1 good category. From the two assessments, an average score of 4.2 with a good category was obtained. The results of the validity test by media experts can be presented in the following table:

Table 4. Media validation test results

No.	Validators	Average	Category
1	Media Expert 1	4,3	Excellent
2	Media Expert 2	4,1	Good
Overall Average		4,2	Good

Based on the validation results from material experts, the Bimi Japan application is very good to use for the high school level or beginner level Japanese language learners, the validation results from media experts, visually good and easy to use for learners. The Bimi Japan app is worth using for Japanese language learners.

Implementation Phase

The implementation of this study used a wide-scale implementation in schools with 40 students at PTQ Al Azhar Ummuh Suwanah with 20 male students and 20 female students. The learning design of the Bimi Japan application used was tested on students. Students responded to the use of the Bimi Japan application learning media. The responses from 40 students had an average score of 4.5 which means they fall into the excellent category.

Students are very enthusiastic in the use of learning media Bimi Japan application, the application is very easy to use for novice learners, they can learn hobby and dream material accompanied by vocabulary, sentence patterns and exercises so that they can learn by themselves anywhere and anytime. The disadvantage of the Bimi Japan application learning media for them is that there is little material, covering two designed themes.

Evaluation Stage

Evaluation based on the overall stages is to revise the product in the Exercises section, so that more Exercises and learning media of the Bimi Japan application can be used for high school level Japanese language learners or beginner general learners.

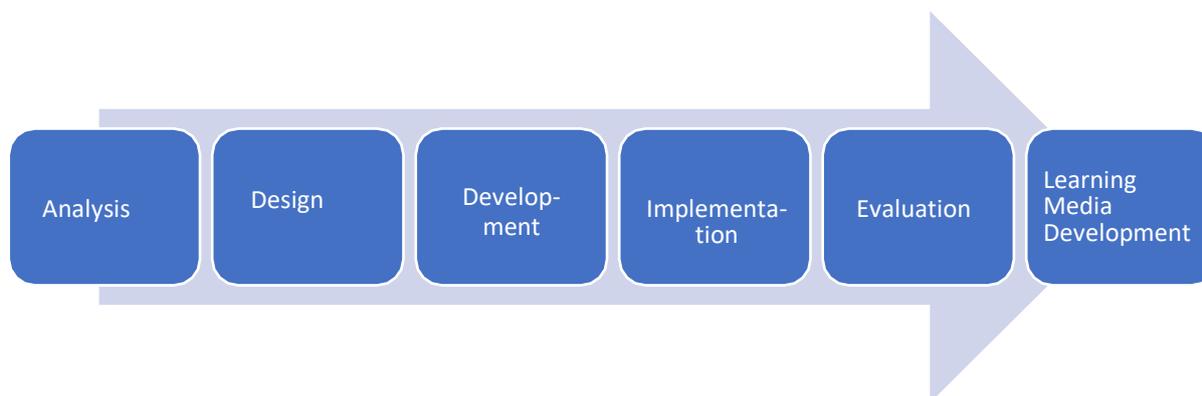


Figure 1. Stages of the Development of Japanese Language Learning Media Android Application based on Mobile Assisted Language Learning

DISCUSSION

The development of Japanese learning media based on mobile assisted language learning has gone through five stages. Mobile Assisted Language Learning for second Language learners involves students in creating their own learning framework, according to (Burston, 2013). And more and more learners are learning foreign languages beyond formal and digital classroom-based education (Arvanitis, 2019). Bimi Japan application, can be usedn outside of formal education. Five stages in making Bimi Japan learning media, 1) Analysis, researchers conduct needs analysis through interviews with teachers at the high school level, to analyze the difficulties of learners in learning Japanese, learning materials Japanese is most needed in media making, how to learn indicators and the design of learning implementation at the high school level. The results of the analysis were developed to create a learning media design. 2) Design, making learning media designs through several stages in accordance with the direction of Pustekkom, namely making concept maps based on needs analysis, designing an outline of content media consisting of determining the theme, material and indicators of each material. Then, the design of the material is based on the outline of the media content, so that it can determine the visual design of the design from the beginning to the end of the learning media. 3 Development, After the design is completed, the next stage is validation of material experts and media experts until they get eligibility for the use of application learning media Bimi Japan based on mobile assisted language learning, 4) Implementation, Wide-scale testing by providing teaching using the Japanese Bimi Japan application to high school students to get their opinion on learning Japanese using the Bimi Japan application and 5) Evaluation, from all the stages that have been passed, re-evaluated regarding the feasibility and trial use of the Bimi Japan application which can be concluded the Bimi Japan application in accordance with the principles mobile assisted language learning and is worth using for Japanese learners at the high school or beginner level.

CONCLUSION

Based on five stages 1) Analysis, 2) Design, 3 Development, 4) Implementation and 5) Evaluation, the development of Japanese language learning media in the form of an android application, namely Bimi Japan, is suitable for use in high school level Japanese learning or entry level. Learning using the Bimi Japan application helps students in independent and

autonomous learning, so that students can learn Japanese anywhere and anytime and without using the internet. Learning Japanese using Japanese Bimi with the stages of learning vocabulary, sentence patterns and exercises helps students evaluate the learning that has been learned.

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BIO STATEMENT

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PROCESSABILITY THEORY AND DEVELOPMENTALLY MODERATED FOCUS ON FORM INSTRUCTION IN INDONESIAN KINDERGARTEN EFL PROGRAM

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Abstract: This study examines the language development in English as a foreign language (EFL) among Indonesian kindergarten children using Developmentally Moderated Focus on Form (DMFonF) instruction within the framework of Processability Theory (PT). The study adopted a one-semester longitudinal quasi-experimental study which included a pre-test, DMFonF intervention and post-test design. The participants involved a teacher and two intact kindergarten classes, each with 10 children from K1 (first year) and K2 (second year). The experimental component included English learning modules based on the current stage of English development of the children which focused on the acquisition of plural marking on nouns. This DMFonF component followed Di Biase's (2002, 2008) studies. The study used Processability Theory (PT) (Pienemann, 1998) as a metric for second language development and Interactionist approaches, notably the Focus-on-Form approach to feedback (Long, 1991; Long & Robinson, 1998). At the start of the experiment, all the children were at the single-word stage. By the completion of the DMFonF intervention, they had acquired plural marking as well as increased their lexicon. Additionally, the majority of the children acquired plural agreement within the noun phrase. This suggests that DMFonF instruction works effectively to encourage both lexical and grammatical development in a second language.

Keywords: *Processability Theory, Developmentally Moderated Focus on Form, EFL, Indonesian Kindergarten*

INTRODUCTION

In today's globalized world, learning English as a second or foreign language (L2) is essential. Many Asian countries are eager to start English L2 education early in response to study findings on the influential Critical Period Hypothesis stating that people learning L2 before puberty would be more successful in terms of final attainment than those learning L2 as adults (Lenneberg, 1967; Flege et al., 1999; Wang, 2015). However, some studies showed that after years of instruction, children's L2 development did not extend beyond lexical learning (e.g., Di Biase, 2002; Hardini, et.al., 2019, 2020). Therefore, this study aims to investigate the language development in English as a foreign language (EFL) among Indonesian kindergarten children using Developmentally Mederated Focus on Form (DMFonF) instruction within the framework of Processability Theory (PT) that is a theory

of second language acquisition (SLA) that can predict the developmental paths in the learning of any L2 (Pienemann, 1998; Bettoni & Di Biase, et.al., 2015).

PT hypothesizes a general hierarchy of language processing resources that can be correlated with the particular procedural skills for L2 learning (Pienemann, 2005a). Pienemann (1998, 2005a, 2011a) proposes a universal hierarchy of stages of morphological development that can be applied to the particular language type. For example, the three morphological stages of development for the acquisition of plural marking in English L2 are shown in Table 1.

Table 1 *Developmental stages hypothesised for L2-English morphology (adapted from Pienemann, 2011; Di Biase, et.al, 2015)*

Processing procedure	Information exchange	Morphology	Examples
3. Phrasal Procedure	information exchange within the NP	phrasal plural marking	<i>these girls</i> <i>many dogs</i> <i>three black cats</i>
2. Category Procedure	no information exchange	past <i>-ed</i> plural <i>-s</i> possessives verb <i>-ing</i>	<i>Mary jumped</i> <i>dogs</i> <i>Mary's car</i> <i>he eating</i>
1. Lemma access	word no information exchange	single word, formulae	<i>apple</i> <i>how are you?</i>

As shown in Table 1, the first PT stage is 'lemma access'. In this stage, the learner constructs various lexical items and fixed expressions such as *apple, how are you?* The second PT stage is the 'category procedure'. This procedure is language-specific. At this stage, learners can add the morpheme *-s* to nouns to indicate plural number without any exchange of information with other elements in the phrase (e.g., *I like dogs*). The third stage of PT is the 'phrasal procedure'. In this stage, learners can exchange information between constituents, such as determiners and the head noun, within the noun phrase. For instance, learners can produce plural agreement in the NP, a quantifier and the head noun, as in *many dogs; three black cats*.

This study was conducted in Indonesia specifically in Bandung, West Java where Sundanese is spoken by the majority of people and Indonesian is the national language. In Indonesia, English is taught as a compulsory subject from secondary school through the university level (Nababan, 1991; Dardjowidjojo, 2000; Sulistiyo, 2015; Widodo, 2016). Moreover, English is an elective subject in primary schools (Dardjowidjojo, 2000; Widodo, 2016). It is interesting to note that several kindergartens include English in their curriculum, particularly in metropolitan cities. Many middle-class parents prefer to enroll their children in these schools because they are aware of the value of English for their children's future (Djuharie, 2011; Ananthia, 2015). In a nation with a diverse linguistic landscape like Indonesia, learning English is advantageous but challenging for both learners and teachers.

This study investigates early grammatical development focusing on the acquisition of plural marking in English through DMFonF instruction in Indonesian kindergarten within the PT framework. DMFonF is a method of teaching that integrates Pienemann's (1984, 1998) teachability hypothesis with Long's (1991) focus on form (FonF) feedback.

According to Pienemann's Teachability Hypothesis (1984), the form to be taught will be effective if the learners are 'developmentally ready' to learn for that particular structure (cf. Mackey 1999). A particular structure is teachable if the learner has acquired the stage just before that structure (Pienemann, 1984). Therefore, it is desirable for the teaching method and the feedback strategy to take the learner's present developmental stage into account. FonF is an instructional approach, that "overtly draws attention to the linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning or communication" (Long, 1991, pp. 45-46). For Long, the incidental nature of FonF is central and it refers exclusively to feedback rather than to the instructional program itself. In contrast, DMFonF – rather than waiting to react to an incidental communicative problem – takes a proactive approach to teaching. The teacher exclusively provides feedback on the form that is being focused on, ignoring other linguistic faults using a communicative and meaning-based approach.

There are few studies on Indonesian kindergarten children learning English that focus on the acquisition of plural marking in English L2 (except for Hardini, et. al., 2019, 2020). Available research involving children within the PT framework is primarily in the context of bilingual first language acquisition (BFLA) (Itani-Adams, 2007; Mohamed Salleh et al., 2015; Mohamed Salleh, 2019), and child learning English L2 (Yamaguchi, 2010, Di Biase et al., 2015). Previous studies examined children learning English in naturalistic settings. The current study analyses how kindergarten children learn English in an instructed environment.

In Indonesia, English only recognizes as a foreign language and the opportunities to engage with native English speakers are limited. Consequently, it is crucial to implement instructed L2 learning in order to maximize learning chances (Long, 1987).

The current study addresses the research question below, bridging theoretical and methodological gaps in light of linguistic and research contexts.

What kind of language development did Indonesian kindergarten children produce after the implementation of DMFonF instruction within the PT framework?

METHODS

This study used a quasi-experimental design which included a pre-test, DMFonF intervention, and post-test over one semester. This study took place in an Islamic private kindergarten located in a middle-class residential district in Bandung, West Java's capital city.

The kindergarten teachers use both English and Indonesian as instructional languages in delivering the English L2 program. The kindergarten establishes guidelines for the English L2 program by creating weekly themes such as colours; fruit and vegetables; and animals.

The focused approach correlates with the general kindergarten educational program (Ministry of Education and Culture, 2014) without any linguistic modules. Therefore, the teachers constructed the details of the English L2 syllabus based on the themes from the school curriculum.

Participants of the Research

This study involved 20 kindergarten children and their teacher. The participating children were from one first-year class (K1), aged between four-to-five-years old (n=10), and one second-year class (K2), aged between five-to-six-years old (n=10). Both K1 and K2 had the same teacher who was a non-native speaker of English.

Before the project began, K1 children had learned English for six months (i.e., one semester) and K2 children, who were one year ahead of K1, had learned English for three semesters. They had learnt through communicative meaning-based instruction that focused on English expression and vocabulary learning.

DMFonF Instruction Program

The DMFonF intervention was conducted twice a week for 20 to 25 minutes at the start of three-hour meaning-based English curriculum. The teacher taught the same DMFonF syllabus in the K1 and K2 classes.

Given the ages of the children in the DMFonF classroom, the teacher did not formally explain the plural marking. The notion of plural marking was explained to the children using pictures (cards showing single objects, such as *one cat*, vs cards showing plural items, such as *many cats*). The children first acquired a variety of lexical items (single words, invariant form) in English, including greetings and other formulaic phrases used in classroom interaction, such as animals, fruits, colours, and numbers (i.e., Stage 1).

Lexical groups and characteristics made up the following stage (Stage 2). For instance, the numbering of nouns (*triangle/triangles*) and the combination of an adjective and a noun (*red flower/red flowers*) in noun phrases. The notion of plurality was introduced in a lesson. The teacher instructed the children to repeat the word "apple" after she displayed an image of a single fruit.

Phrasal agreement in the noun phrase, such as *two triangles* and *many cats*, was categorised as Stage 3 in PT. The teacher then displayed an image of many apples or many mangos, pronouncing the names in their plural forms (for example, *a lot of apples*, *a lot of green mangos*), and encouraging the children to repeat them when they had learnt the names and could recall them in connection with a visual. The teacher compared the images, presenting a single piece of a certain fruit next to several of the same fruit. She also did this with pictures of animals and other countable objects. In this exercise, the teacher only provided feedback to the children on the forms being targeted, such plural marking and noun phrases, and ignored other linguistic errors.

Data

This study used a pre-test, intervention and post-test design. Meetings between the researcher and the classroom teacher were scheduled before the study started to go through lesson plans and the suggested English curriculum for K1 and K2 groups. Field notes made while watching DMFonF classes are also used in this study to document what happened during the program. The data collection schedule for the K1 and K2 groups is summarized in Figure 1.

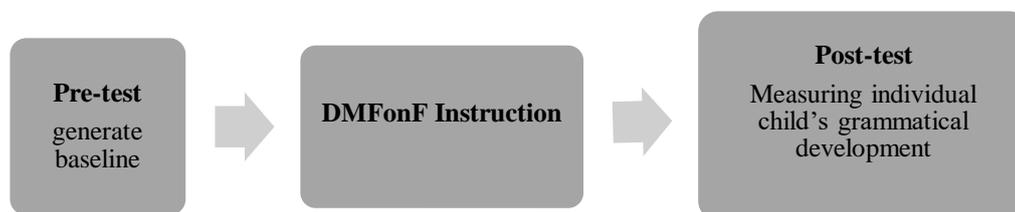


Figure 1. Data collection schedule

In order to establish a linguistic baseline for each kid, the pre-test was completed right before the DMFonF program started. The pre-test lasted between 15 and 20 minutes per child, and data were gathered using picture tasks. These tasks included recording children's spoken production of English lexicon (noun, adjective, and numeral), as well as grammatical encoding pertaining to noun phrase constructions and singular-plural expressions.

To elicit singular/plural contrasts, the researcher employed an image description task similar to that reported in Di Biase (2008), such as presenting the child a card with one star and then another with numerous stars. There were around 24 lexical plural possibilities and 24 phrasal plural opportunities during the pre-test session. Each child participated in a one-on-one interview with the researcher as part of the pre-test. The exchange was captured on audio. The post-test was done using the identical steps as the pre-test after the DMFonF intervention.

Data Analysis

The oral production of the children from the pre- and post-tests were transcribed using ELAN annotated tool (Sloetjes & Wittenburg, 2008). The children's English L2 production at pre- and post-tests were analysed using PT's developmental stages. To determine each child's language development on the plural structures, a distributional analysis was done. A specific grammatical structure is considered to have been acquired in terms of morphological acquisition if the emergence criteria are met (Pienemann, 1998; Di Biase & Kawaguchi, 2002): it is produced more than once, with lexical and structural variation, and it excludes an echo from the turn of the previous speaker. When a different lexical item, such as *apples* and *books* (lexical variation) or *apple* and *apples* (structural variation), also has the plural marker -s, then the lexical plural suppliance is met.

RESULTS

Processability Theory (Pienemann, 1998) states that a certain structure is acquired when learners produce a lexicon that meets the emergence criterion in the data. In this study, implicational scaling is required to define the developmental phases. Table 2a and 2b show the implicational scaling in K1 and K2, respectively at the pre-test. The symbol '+' indicates that the child has acquired a certain structure, whereas the sign '-' indicates that the structure has not been acquired. The '(+)' symbol indicates that a certain structure is provided at this moment without lexical and/or formal variation. The symbol '/' indicates that there are no lexical or phrasal plural contexts. The top row contains the code names for children.

Table 2a Implicational summary of K1 grammatical development before the implementation of DMFonF program (Time 1)

Stage	Structure	Zah	Kia	Tsa	Sha	Pan	Hai	Fap	Dac	Niz	Kin
3	Phrasal plural with indefinite quantifiers	/	/	/	/	/	/	/	/	/	/
	Phrasal plural with numeric quantifiers	/	/	/	/	/	/	/	/	/	/
2	Lexical plural	-	-	-	-	-	-	-	-	(+)	(+)
1	Single words	+	+	+	+	+	+	+	+	+	+

Table 2a shows all K1 children were at the earliest stage of language development at the pre-test, the single word stage, with no grammatical marking. Despite the researcher providing as many plural contexts as singular contexts through the picture cards, the K1 children, with the exception of two (Niz and Kin), did not discriminate between plural and singular forms when producing English nouns. Niz and Kin were able to produce lexical plural marking -s on nouns, but their lexical plural production did not meet the emergence criterion for Stage 2.

Table 2b. Implicational summary of K2 grammatical development before the implementation of DMFonF program (Time 1)

Stage	Structure	Aqa	Vit	Raf	Jan	Dan	Aqi	Fah	Que	Far	Zai
3	Phrasal plural with indefinite quantifiers	/	/	/	/	/	/	/	/	/	-
	Phrasal plural with numeric quantifiers	/	/	/	/	/	/	/	/	/	-
2	Lexical plural	-	-	-	-	-	-	(+)	(+)	(+)	(+)
1	Single words	+	+	+	+	+	+	+	+	+	+

It can be seen from the data in Table 2b that all children in K2 at the post-test were at the first (single-word) stage. Four children (Fah, Que, Far and Zai) were able to produce lexical plural. However, their lexical production did not meet the emergence criterion for the lexical stage (Stage 2).

It is interesting to note that Zai was the only child among both groups who could create contexts for phrasal plural agreement with definite and indefinite quantifiers at the pre-test, for example, *ten square, a lot of orange*. However, she did not mark plurality on nouns.

Table 3 (a) and (b) show the implicational summary of grammatical development at the post-test for K1 and K2 children, respectively.

Table 3a. Implicational summary of K1 grammatical development after the implementation of DMFonF program (Time 2)

Stage	Structure	Zah	Kia	Tsa	Sha	Pan	Hai	Fap	Dac	Niz	Kin
3	Phrasal Plural with indefinite quantifiers	/	/	/	/	/	/	/	/	/	+
	Phrasal Plural with numeric quantifiers	/	/	+	+	+	+	+	+	+	
2	Lexical plural	+	+	+	+	+	+	+	+	+	+
1	Single words	+	+	+	+	+	+	+	+	+	+

Table 3a shows that all K1 children achieved the lexical plural stage (Stage 2) after three months with the DMFonF instruction. Additionally, eight out of ten children successfully attained the phrasal plural agreement stage (Stage 3). No lexical plural contexts were produced by Kin at Stage 2. It is interesting to see that Kin was able to produce plural agreement and attained Stage 3. However, Kin always produced definite or indefinite quantifiers, for example, *four colourful books, a lot of brown cats*.

Table 3b. Implicational summary of K1 grammatical development after the implementation of DMFonF program (Time 2)

Stage	Structure	Aqa	Vit	Raf	Jan	Dan	Fah	Zai	Que	Far	Aqi
3	Phrasal Plural with indefinite quantifiers	/	/	/	/	/	/	/	+	+	+
	Phrasal Plural with numeric quantifiers	/	+	+	+	+	+	+	+	+	+
2	Lexical plural	+	+	+	+	+	+	+	+	+	+
1	Single words	+	+	+	+	+	+	+	+	+	+

As shown in Table 3b, all K2 children attained the lexical plural stage (Stage 2) at the post-test. Nine out of ten children succeeded in achieving the phrasal plural stage (Stage 3) after three months of DMFonF intervention. Three children (Que, Far and Aqi) were able to construct phrasal plural agreement with definite (e.g., *three white horses, four blue squares*) and indefinite quantifiers (e.g., *a lot of oranges, a lot of yellow bananas*).

DISCUSSION

This study demonstrates that all K1 children, who received one semester of the meaning-based English L2 program, were at the single-word stage (Stage 1) in terms of PT stage before the implementation of DMFonF instruction. The K2 children, who received 1.5 years of English L2 in the meaning-based approach, were also at the first stage.

Surprisingly, after three months of DMFonF instruction, all children in K1 and K2 attained the lexical stage (Stage 2) and 17 out of 20 children attained the phrasal plural stage (Stage 3). Most K1 and K2 children did make considerable progress after one semester of the DMFonF component in their L2 meaning-based curriculum in terms of both morphological marking of plural numbers and establishing the grammatical structure of NP.

Eight K1 children were able to produce phrasal plural agreement with numerical quantifiers (e.g., *two red apples*, *four books*) at the post-test. Kin from K1 was one of the children who successfully produced phrasal plural agreement with indefinite quantifiers (for example, *a lot of brown cats* and *lots of strawberries*). In this group, only Zah and Kia did not attain the phrasal plural stage, although Zah was very accurate in producing plural nouns (32 times out of 36 plural contexts).

As for K2, nine children produced phrasal plural agreement with definite quantifiers, and three of them comfortably used plural agreement with indefinite quantifiers as did Kin in K1. Only one child in this group (Aqa) did not progress to phrasal agreement and was also rather inaccurate in marking lexical plurals (three times out of 25 plural contexts).

The results at the pre-and post-tests are consistent with Brown's study on English L1 (1973), with BFLA studies involving a Japanese-English child (Itani-Adams, 2007), a Malay-English child (Mohamed Salleh, 2017), with child SLA studies involving a Japanese child learning English (Yamaguchi, 2010; Di Biase et al., 2015), and with English L1 primary school students learning Italian (Di Biase, 2002, 2008). This implies that the results of this study support the developmental sequence of plural marking on nouns and NP plural agreement in Indonesian kindergarten children's English L2 acquisition is congruent with the pattern anticipated in PT.

CONCLUSION

This study investigated Processability Theory and DMFonF in Indonesian kindergarten EFL program. The research question relates to language development among Indonesian kindergarten children after the implementation of DMFonF instruction within the PT framework. Both the K1 and K2 children improved significantly after the implementation of DMFonF intervention. They learned the lexical morpheme *-s* to indicate the plural number on nouns as well as the phrasal plural agreement. This means that the DMFonF intervention in the English program was effective. Children's lexical and grammatical knowledge greatly increased after the implementation of the DMFonF program from Stage 1 (single word/formulaic) to Stage 2 (lexical) and Stage 3 (phrasal) in PT.

As a result, our findings support that DMFonF teaching is more successful than merely meaning-based instruction in encouraging L2 grammatical development beyond lexical

learning. Using existing SLA research, DMFonF helps the learner along the learning route by providing communicative chances to employ that specific form.

However, there are some limitations to the study. First, the study only involved one teacher and a small number of children as the participants. Second, this study only investigated one kindergarten in one nation i.e., Indonesia. Further research is needed to determine the efficacy of DMFonF in early English L2 learning in a variety of contexts, including EFL and ESL with different age groups in various countries.

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APPENDIX

Picture cards for data collection

banana



(Source: image 'banana' <https://time.com/5730790/banana-panama-disease/>)

yellow bananas



(Source: image 'yellow bananas' <https://cosmosmagazine.com/biology/can-bananas-kill-you/>)

BIO STATEMENT

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EFL TEACHERS' PRACTICES AND CHALLENGES ON THE PRESENT CURRICULUM IN INDONESIA

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Abstract

Abstract: The study aims to highlight how EFL teachers articulate the current curriculum in Indonesia into their classroom practices. The term 'Curriculum' according to Young (2014) refers to the knowledge that students are expected to acquire by the end of the course. Accordingly, this study involves in-service teachers from various levels of education to share their experiences in implementing the curriculum within certain period of time. By conducting multiple interviews with the teachers, the study reveals both teachers' familiarity and readiness, among others, are the challenges they have during the implementation of the curriculum. Nonetheless, due to the fact that the pandemic situation persists, the limited data is one of the considerations in this current study. As a result, more data collection methods for future studies are advised.

Keywords: *curriculum, challenges, EFL teachers, implementation, practices*

USING PROBLEM BASED LEARNING APPROACH IN SIAKAD WEB-BASED SYSTEM TO ENHANCE WRITING ABILITY OF UNIVERSITY STUDENTS

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Abstract: This article deals with using Problem Based Learning Approach in SIAKAD web-based system to writing ability of university students. There are some principles of effective learning and teaching activities found through the application of problem based learning approach. This research used Research and Development (R&D) design approach. Teaching materials, teaching media, assignment feedback and tests are used and analyze to achieve the result of the research. The result of the research declares that problem based learning develops writing ability of university students by using SIAKAD web-based system and it requires changes of learning materials in order to develop students creativities about real problem-solving decisions based on acquired theory. The goal of this research shows that PBL in web-based learning can support the students more freedom to repeat and deepen the taught subjects or their projects. Problem based learning approach is recommended to use in different teaching situations such as: seminars, assessment, role play and teamwork. It is also analyzed that there are benefits and drawbacks of problem based learning approach which is conducted in learning and teaching circumstances. Additionally, researches, methodologies and applications of digital technologies in education was published according to sorts of different researchers.

Keywords: *SIAKAD, educators, students, writing ability, technology, PBL*

INTRODUCTION

The characteristics of national learning process in university classes as written in the PERMENDIKBUD Nr. 3 in 2020 consists of interaction, universal, integration, scientific, thematic, collaboration, and student-centered based learning. A general barrier in acquiring knowledge presented in every class is that students are often disengaged into the characteristics (Agustang *et al.*, 2021). Problem based learning (PBL) as well as Information and communication technology (ICT) has been used globally in the entirely world of education (Stoltz *et al.*, 2005). There are many reasons for opting PBL and ICT become an integrated e-teaching learning system. E-teaching learning activities enable learning activities conducted by teachers and students every time and everywhere based on the agreement of the availability. PBL as a didactic teaching approach aims to solve a real-world problem in teaching learning process and providing context-rich situation. A kind of PBL setting is comprised by students working together as a team on a certain problem, using supported technology to solve and find the solution as it is ordered. Through the advancement of technology presented in PBL entirely, online tools such as: forums, student affairs, mobile apps university, digital library, academic management, teaching role module access, and office affairs are totally served as an integrated system to support PBL. E-learning in PBL can create learning activities more efficient or more effective through the learning apparatus support such as: by providing multimedia resources to students in group

discussions or self-study, by enabling students to reflect on the recorded performance of themselves and other students, or by automatically responding individual feedback to large groups of students, and to overcome practical problems (Siahaan, M.M et al., 2021). There is however no empirical support on using both physical and digital tools together in a PBL setting.

As a compulsory subject served for English learners, teaching writing needs an active collaboration between the teachers and the learners. Project based learning presence in digital learning as SIAKAD promises a new creativity and innovation in the atmosphere of writing teaching learning. Since writing is not only about creating letter or symbols, yet it is also about using them to hold a purpose in communication this subject significantly controls strategic aspects in the world of communication (Boning et al., 2021). These are some reasons why writing is taught in university, writing acquires skill and experienced teachers so ideas, feeling, thought, messages, intuition and purposes are arranged appropriately due to the culture of a society followed by the rule of grammar and correct comprehension (Graham et al., 2021). If referring to the result of daily test of writing lesson in English class of 2021/2022 academic year, as much as 60% learners were still not complete the test, so the class needed appropriate strategy by using certain learning model with the media to improve learners learn result. In the writing class, through the implementation of Problem Based Learning in web-based system learners learnt and practiced techniques of organizing the words, phrases, sentences, texts and paragraphs to write any kind of linguistics features such as genre, novel and scientific papers (Hyland et al., 2018). PBL teaching approach implementation in SIAKAD web-based system will develop students' writing ability. Specifically, this study investigates to achieve a two-fold purpose by integrating PBL in SIAKAD enhanced environment: first, to explore its possibilities and constraints for teaching learning activities in SIAKAD; and second, to explore how this space promotes learners' collaboration and engagement.

Literature Review

This research project investigates on the use of PBL pedagogy and the use of technology in teaching learning circumstances, therefore, this section will present a review of PBL in general and technology enhanced in PBL studies.

The Problem Based Learning

Problem is the trigger that initiates learning while students work in small collaborative group to solve it. PBL is a teaching model which students are required to know the basis theory well in providing alternative solutions to problem solving on PBL model (Yolida, 2014). The significances of PBL for students will positively increase confidence, problem solving ability, thinking ability and intellectual skills. The results will improve the learning outcomes because the students will be able to construct their own knowledge (Yew et al., 2016). Learning with PBL will have a major impact by integrating with web learning such as SIAKAD.

The Use of Technology in PBL

One of the development histories in the world of education is learning by using e-learning (Siahaan, M.M et al., 2021). E-learning becomes a tool to help teachers and students in learning activities to gain understanding of knowledge. The presence and use of electronic devices such as: laptops, computers and gadgets facilitate e-learning easier to access the latest information by using internet services (Suyanto, A.H. 2015). The flow of information or knowledge from and individual to another or an organization becomes easier and is not glue by distance and time. Learning circumstances becomes more fun and easier (Siahaan, M.M et al., 2021). Online facilities and PBL environment are initially supported one to each other. A lot of forms of synchronous and asynchronous communications apparatus and online environments have been clarified among studies as: web, blog, wikies and siakad. Results writes that students preferred to communicate real time due to the immediate kind of communication stimulating physical interaction (Gürsul et al., 2009). The results shows that a blended model of PBL was applied integrating online and onsite interactions (Voos, R 2003). Based on the literature analysis, it is clearly identified that two approaches, both e-learning and PBL can be used totally for communicating, sharing and reflecting. The blended learning facilitates the students more willing to get involved in learning and felt satisfied with the flexibility in time for online tools, therefore the learning with PBL will have major impact by integrating with SIAKAD (Donnelly et al., 2010).

Why Teaching Writing?

Writing is a familiar subject for students and becomes significant known as skill and art of life. As a skill, learners organize and practice their competences in vocabulary, grammar and text to produce an acceptable language in sentence or paragraph forms. Students transfer their idea, thinking and feeling into words on papers that are comprehensively understood as a communication to convey information, messages, and science for people. The process is known as active skill that they use in kinds of current knowledge such as: science, technology, social and education (Lou et al., 2010). Generally, teaching writing activities are conducted monotonously. Teachers explain the definition, methods, techniques and showing sample by lecturing the students. These make writing is a tough lesson and students cannot satisfy with their writing capability for they expressing themselves in strange words. To be able to write in the foreign language the students must be trained systematically through stages of development as: copying, reproduction, recombination, guided-writing, planning, drafting, editing and composition (Ayu et al., 2019). In countries when English as a foreign language, teaching writing acquires more teaching creativities and techniques such the application of problem based learning teaching method applied in web-based system known as SIAKAD. These supports will create fun learning, interesting learning media, simple learning innovation, interactive teaching learning and innovative learning creativities.

Why SIAKAD Web-based System

There are some biggest problems in education faced by Indonesia as: educational standard quality, educational equity and learning lost. Kinds of programs launch by the educational ministry of the republic of Indonesia to solve educational problems as: Kampus Merdeka, Merdeka Belajar, scholarship, workshops, training and e-learning. All the programs are

known as artificial intelligence teaching system that may be used online and offline. In the world of education, learning is not only influenced by approach, strategy, method, media and technique but also web-based system and digital learning. Web-based system only needs an internet access such as: android, laptop, tablet and PC. Therefore, teachers and students in rural schools in entirely islands of Indonesia may have opportunity for active education. SIAKAD is one of the famous e-learning systems that provide an innovative and fun learning (Ainin et al., 2019). Sources of materials served in it as: books, videos, assignment, exercises, scoring, group discussion, seminars, test and questionnaires. SIAKAD can enhance learning motivation and learning access so every student gains the goal of every lesson (Nurkamto et al., 2019). There are some researchers connected to the title as: designing online-based independent learning network for the development of Arabic language research methodology (ALRM) at state university of Malang, Indonesia (Ainin, Moh, et al. 2019), A cognitive support system to scaffold students' problem based learning in a web-based learning environment (Ge et al., 2010), Web based technical problem solving for enhancing writing skill of secondary vocational students (Papantoniou et al., 2017). The appearances of the SIAKAD are shown below, as:



Figure 1. SIAKAD Home Page

Figure 1 is the appearance of SIAKAD home page; this is the first page of the SIAKAD learning system of the university. Every visitor may visit the SIAKAD by clicking the web address: <https://uhnp.ac.id/>. This page shows the visitors all information about enrolment, finance, academic, library, publication, research and internship, home base of the lecturers, students and staff and news. Every information about the university is available to click based on the information needed. After the first page, then go to the second page on figure 2.

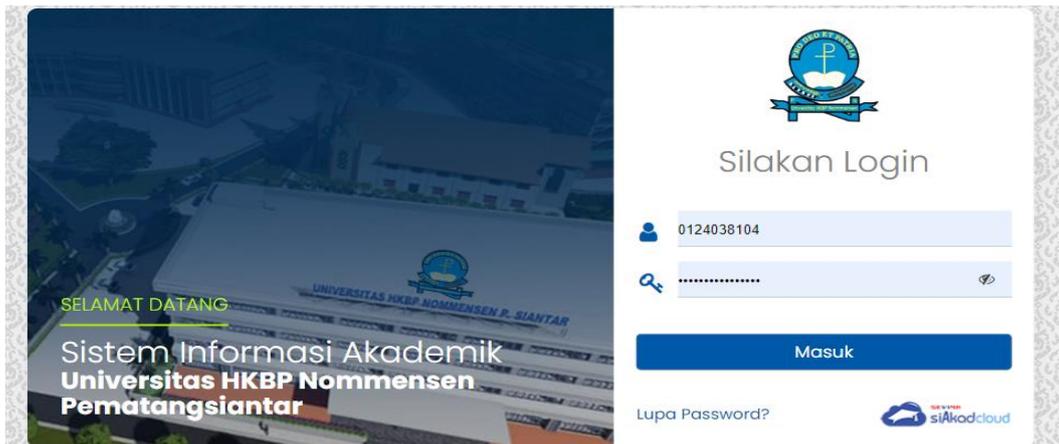


Figure 2. SIKAD Login

Figure 2 is the second page of SIKAD system; user login access is needed to entrance the system. Staff, students and lecturers have their own login access and password. Every user has different job description and duty in the system; it depends on function and orders what to do in the system. On the page, it looks that the email and password, job description and duty is belong to the researcher. The page is accessed on <https://akademik.uhnp.ac.id/gate/login#siakad>. After login is done, then go to Figure 3.

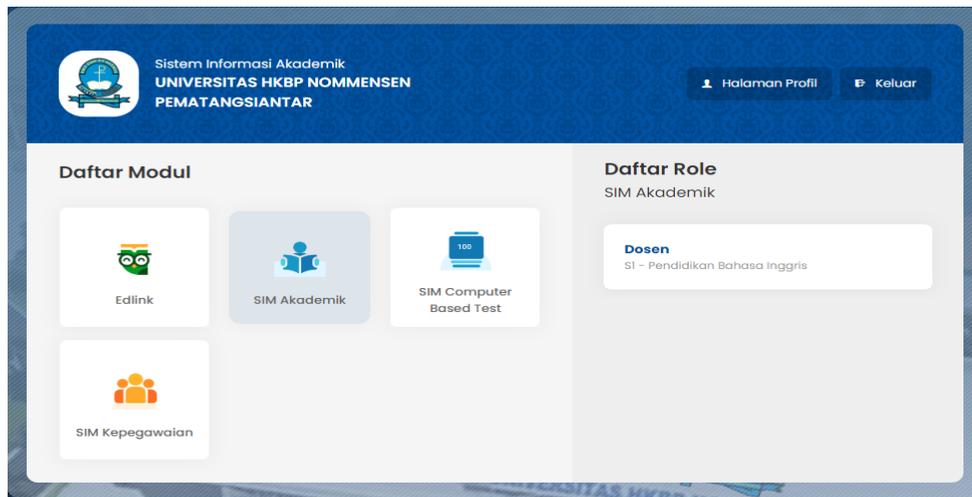


Figure 3. SIKAD Module login

Figure 3 is the third page of SIKAD system; user has to choose one of the modules to entrance and work in it. No email and password needed on this page. The page is accessed on <https://akademik.uhnp.ac.id/siakad/home>. After clicking is done, then go to Figure 4.

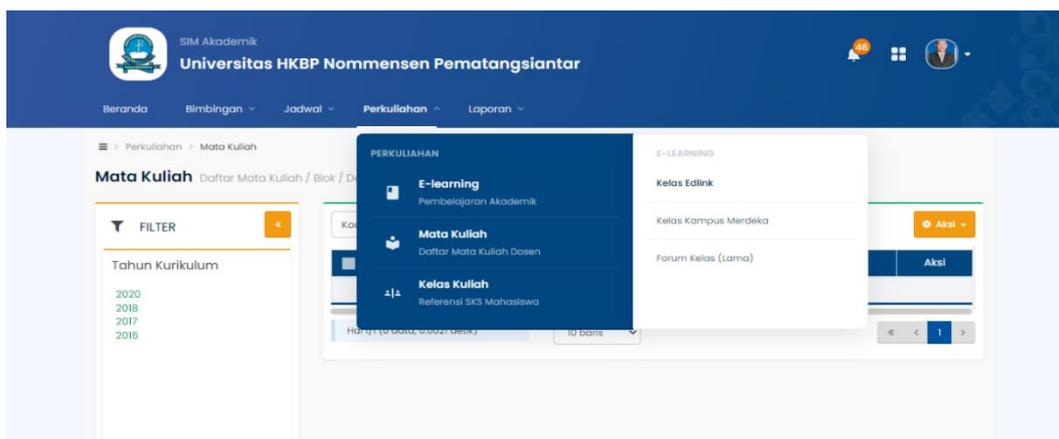


Figure 4. SIKAD Learning Methods

Figure 4 is the fourth page of SIKAD system; user has to choose one of the alternatives to entrance and work in it. No email and password needed on this page. Lecturers or students will click the teaching activities as: teaching model, subjects, class formation, and schedules. All the details of the teaching models, subjects, class formation and schedules are served in the page. The page access is on https://akademik.uhnp.ac.id/siakad/list_forum. After clicking is done, then go to Figure 5.

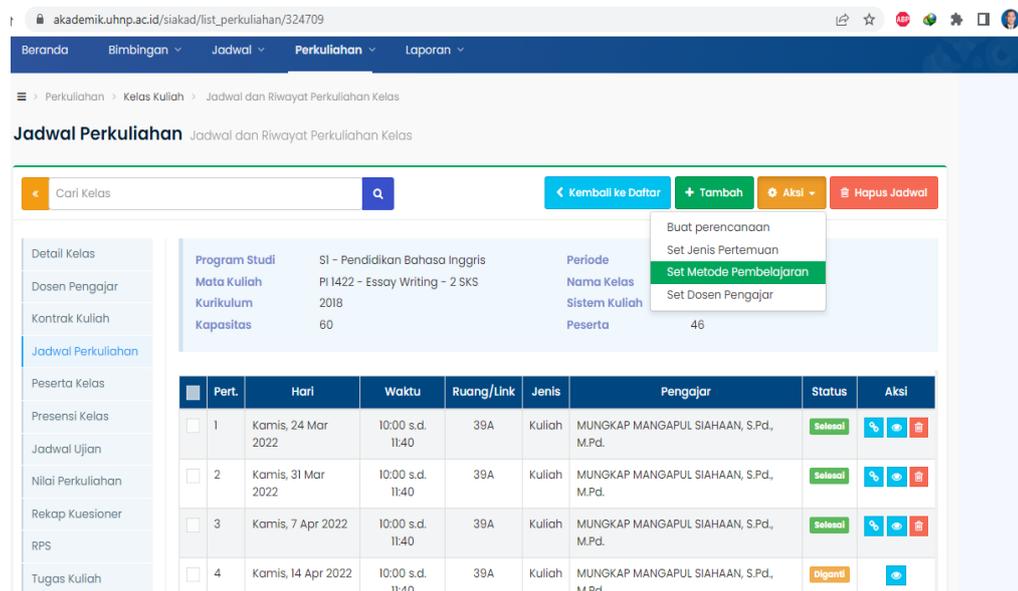


Figure 5. SIKAD Subject Teaching-Learning Activities

Figure 5 is the fifth page of SIKAD system; user may surf on the page and choose any of the alternatives to entrance and work in it. On the page, lecturers or students will click the teaching activities as: teaching model, subjects, class formation, and schedules then attach any of these files as: videos, website links, books, documents, word files and all Microsoft files. All the details of the attachments are served in the page not only by the lecturers but also the students. This page shows that every teaching activity, learning management, self-learning, assignment, discussion, any time and everywhere can be conducted for free if the internet connection is available. After clicking is done, then go to Figure 6.

No	NPM	Nama	Hadir (%)	QUIZ (12.00%)	KETERAMPILAN (20.00%)	UTS (18.00%)	UAS (30.00%)	SIKAP (20.00%)	Nilai	Grade	Lulus	Status
1	2101030001	AGATHA OLIVIA PUTRI MANURUNG	87.50	85.00	85.00	65.00	75.00	80.00	77.40	B	✓	
2	2101030002	SARAH AUFAH ATHIYA	83.75	85.00	85.00	65.00	82.00	90.00	81.50	A	✓	
3	2101030003	YOSI SITUMORANG	87.50	85.00	85.00	65.00	75.00	80.00	77.40	B	✓	

Figure 6. SIAKAD Subject Teaching-Learning Scores

Figure 6 is the sixth page of SIAKAD system; teachers and students has learning activities on the SIKADA system. The lesson explanation both theory and practices is conducted fun and creative. Teachers and students have access for the attendance, assignment and test. The test, scoring and final scores are shown transparently. Both sides enjoy and satisfy the learning activities. After clicking and working is done, then go log out. Students and teachers can access SIAKAD from their android, laptops, tablets and computer connecting to internet access, therefore this platform has become part of the curiosity of finding and developing knowledge through renewal and updated technology applications (Rossing et al., 2012).

METHODS

The research is named with Research and Development (R&D) approach. This research is formulated through the procedure as proposed by (Borg et al., 1983) such as: (1) collecting information in the form of relevant literature review, (2) making plan through the formulation as: determining competencies, goals, learning sequences and trials, (3) developing initial products, (4) conducting experts tests of initial products, (5) relevant product, (6) conducting test on the feasibility product, (7) revising the final products, and (8) implementing product.

The Research Subjects

The subjects of this research were Writing Class who took writing lesson as part of their curriculum in the university. The data were in the form of both quantitative and qualitative. The Object the implementation of PBL in the Web-based learning system (SIAKAD).

The Research Instrument

The instrument is used in this research were questionnaires, interview guides and tests.

The Data Analysis Technique

Qualitative data analysis techniques were adopted from the interactive model suggested by Mile and Huberman in (Denzin et al., 2005) which is in the form as: (1) identification data, (2) group data, (3) presentation and explanation data, and (4) conclusion. To classify the level of the viability and effectiveness, the quantitative criterion is as shown below:

Table 1. Criteria of the scoring level.

Nr.	Average Score	Effectiveness level
1.	85 – 100	Very effective/very decent
2.	75 – 84	Effective/decent
3.	60 – 74	Less effective/less decent
4.	≤ 59	Very ineffective/very unworthy

Source: academic writing guideline of UHKBPNP 2018-2022

RESULTS

The data analysis of this research is taken from some resources as: (a) teaching learning conducted in the web-based teaching learning (SIKAD) through writing lesson in the form of pdf, PowerPoint, film and animation, (b) SIKAD assignment feedback, and (c) multiple choice form for the test. The test given to the students requires certain stages as: (1) reviewing various literature or reference books related to the substance of the research methodology and the concepts of SIKAD applications, (2) identifying the lessons plans program and topics that are worth discussed in the teaching-learning activities, (3) analyzing the most urgent topics to be presented in the SIKAD, (4) compiling teaching materials draft, (5) developing the PBL teaching strategy and method, (6) testing material and teaching material, (7) revising material and teaching material, (8) testing application system by experts, (9) revising application system based on expert suggestion, (10) conducting field test, (11) revising product and (12) implementing product and the results are taken from the questionnaire or responses of the students.

It is found that the results of the expert test on the quality of the textbook content showed the textbooks were very feasible or very valid (85,25%), while the category of feasibility or validity was 14,75%. Therefore, the quality of eligibility was seen in various aspects such as: clarity of indicators of achievement of success, clarity of basic competencies, level of case, clarity of language, conceptual truth, clutter, contextually, comprehension, clarity of examples and the material or substance relevance. Then the results of the tests taken from the students showed that 64,4% were very feasible or very valid. It is 33,3% feasible or valid and 2,3% were less that feasible or valid. The feasibility is seen from the aspects of practicality, comfort, independence, lack of psychological pressure. The diagram is below.

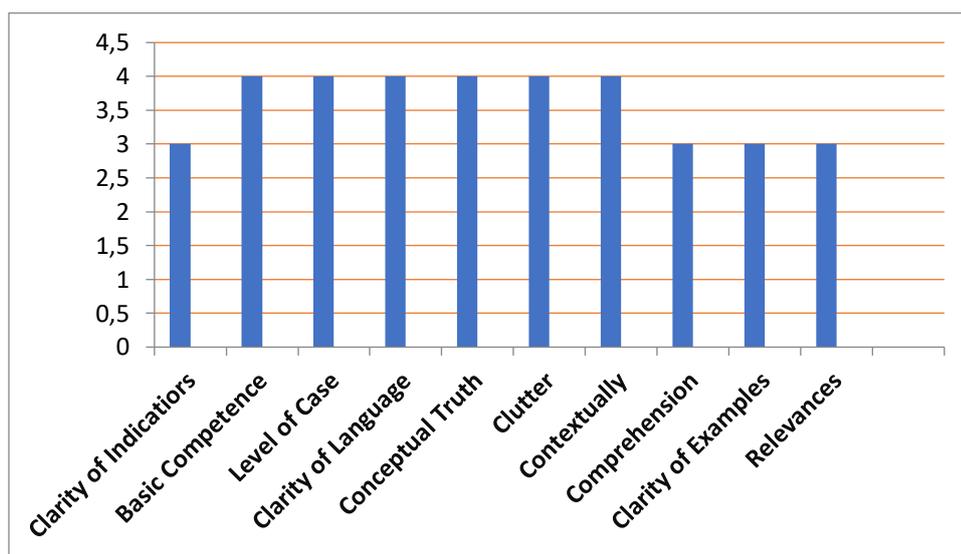


Figure 7. The diagram of the material result taken from expert test

The diagram shows that the teaching material products developments through the SIAKAD are categorized valid and feasible. The material products such as: textbooks, ppt, pdf, film and animation in the SIKAD shows that the material is very valid and feasible as 82% and 14% is valid and feasible. The validity or feasibility of the SIAKAD such as the performances, background, color, font size, suitability of icon selection, program operation, menus ad features are perfectly present reality classes.

The effectiveness of the learning outcomes of every student through the end semester examination was obtained significantly high. As the major purpose of this study is to describe the benefits of SIAKAD to improve students learning creativities, the responses of using SPADA has taken from the web at the end of the semester or after the scores of the final semester has published. The questionnaires were served in the web and 100% of the students gave their responses. This result indicates that SIAKAD is very effective, simple, practical and applicable. The total number of the students was accepted that SIAKAD application has positive impact in their learning activities.

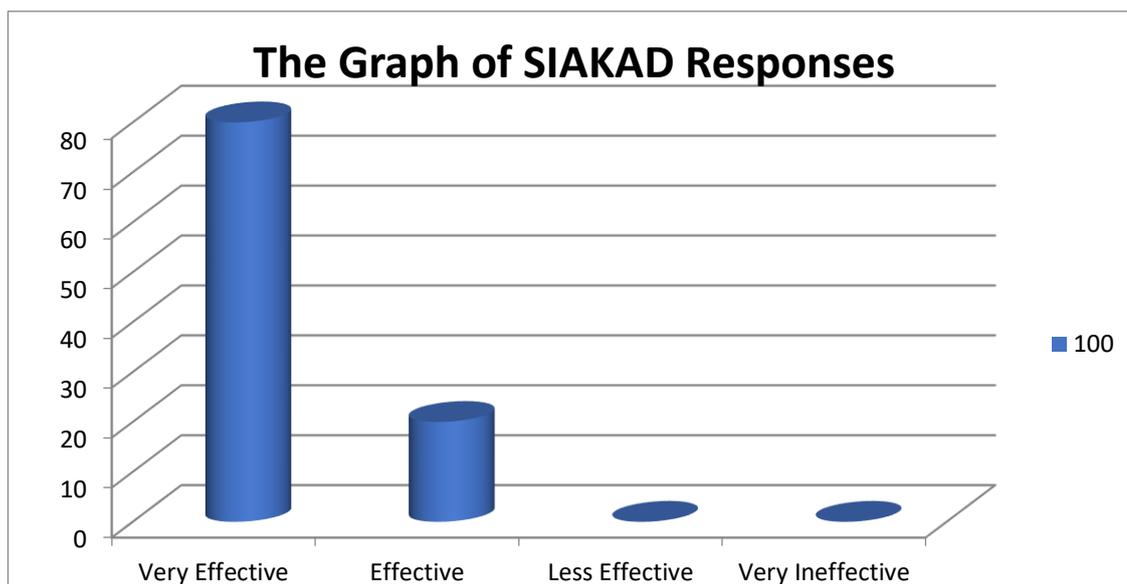


Figure 8. The diagram of SIAKAD responses

Then the students learning final achievement index show the average score of learning writing lesson is up 81,25. Related to the academic circular letter of the University of HKBP Nommensen Pematangsiantar, if the mean score of the achievement index is started from 80,00 it is categorized A which is very satisfying. This proves that the PBL approach applied in SIAKAD is very effective.

DISCUSSION

Based on the result of the research, it is showed that the development of e-learning apparatus such as SIAKAD has formulated a new learning characteristic that are significantly different from conventional learning systems. The characteristic grants the quality of education both the teaching systems and the learning management system that spread in the description and goal of cognitive, affective and psychic motoric capabilities. Through SIAKAD and PBL, the teaching and learning process becomes more effective and accelerates the learning process so that all course material can be delivered in accordance with the curriculum, lesson plan and schedule. All the students have shown their each positive influence into their learning activities.

CONCLUSION

The effectiveness, characteristic, method and facilities shared in SIAKAD as an online learning solution for the quality of education has been shown by previous research. The web-learning facilities prove that it can be used to enhance creativity and innovation in teaching-learning activities (Kakasevski et al., 2008). SIAKAD also positively support learning management system as teaching communication flows between teachers and students are effective on it and in the era of enormous using of technology and information people as well as education depend on it. Technology and information development proves that it can be successfully used in education and social community (Falloon, G. 2011). Then e-learning application and use that teachers and students have in their teaching and learning give a lot

of help to achieve the highest learning outcomes as well as satisfaction (Karalar et al., 2016). Based on the features and menu provided on the SIAKAD it shows an evolving learning creativity system which increases students' motivation and scores (Siahaan, M. M. 2021). This research is supported by various relevant platforms using SIAKAD for students and teachers.

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APENDIX

FREQUENCIES VARIABLES=pretest posttest
 /STATISTICS=STDDEV MEAN
 /ORDER=ANALYSIS.

Frequencies

Notes

Output Created		30-AUG-2022 12:12:01
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	45
Missing Value Handling	Definition of Missing	
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES MEAN /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00,02
	Elapsed Time	00:00:00,02

[DataSet0]

Statistics

		pretest	posttest
N	Valid	45	45
	Missing	0	0
Mean		53.64	68.69
Std. Deviation		13.018	9.363

Frequency Table

Pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	2	4.4	4.4	4.4
	40	5	11.1	11.1	15.6
	44	6	13.3	13.3	28.9
	45	1	2.2	2.2	31.1
	48	4	8.9	8.9	40.0
	50	1	2.2	2.2	42.2
	52	1	2.2	2.2	44.4
	53	1	2.2	2.2	46.7
	54	1	2.2	2.2	48.9
	55	1	2.2	2.2	51.1
	56	4	8.9	8.9	60.0
	57	1	2.2	2.2	62.2
	60	6	13.3	13.3	75.6
	62	1	2.2	2.2	77.8
	64	1	2.2	2.2	80.0
	65	2	4.4	4.4	84.4
	68	1	2.2	2.2	86.7
	70	2	4.4	4.4	91.1
	72	1	2.2	2.2	93.3
	76	2	4.4	4.4	97.8
	80	1	2.2	2.2	100.0
Total		45	100.0	100.0	

posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	52	2	4.4	4.4	4.4
	56	6	13.3	13.3	17.8
	60	5	11.1	11.1	28.9
	64	5	11.1	11.1	40.0
	65	1	2.2	2.2	42.2
	68	1	2.2	2.2	44.4
	69	1	2.2	2.2	46.7
	70	1	2.2	2.2	48.9
	71	1	2.2	2.2	51.1
	72	4	8.9	8.9	60.0
	73	2	4.4	4.4	64.4
	74	2	4.4	4.4	68.9
	75	1	2.2	2.2	71.1
	76	5	11.1	11.1	82.2
	77	1	2.2	2.2	84.4
	78	1	2.2	2.2	86.7
	80	3	6.7	6.7	93.3
	84	2	4.4	4.4	97.8
	88	1	2.2	2.2	100.0
Total		45	100.0	100.0	

Determining the value of "t-test" using a formula:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

$$N(N-1)$$

$$t = \frac{15.0}{\sqrt{\frac{1834}{45(45-1)}}}$$

$$45(45-1)$$

$$t = \frac{15.0}{\sqrt{\frac{1834}{45(44)}}}$$

$$45(44)$$

$$t = \frac{15.0}{\sqrt{\frac{1834}{1980}}}$$

$$1980$$

$$t = \frac{15.0}{\sqrt{0.926}}$$

$$t = \frac{15.0}{0.962}$$

$$t = 15.59$$

Determining significant rules of decision or criteria, as for significant rules of testing are as follows:

H1 = If t-test > t table, it means that it is valid otherwise

Ho = If t-test < t table means invalid.

Sets the price of t-tables looking for t-tables by using a t distribution table with a significant degree of efficiency $\alpha = 0.05$ and d.b = $n - 1 = 45 - 1 = 44$

Then obtained $t_{0,05} = 2.015$

Table of Upper-Tail and Two-Tail t Critical Values								
one-tail p	0.001	0.0025	0.005	0.01	0.025	0.05	0.1	0.25
two-tail p	0.002	0.005	0.01	0.02	0.05	0.1	0.2	0.5
df = 1	318.3	127.3	63.66	31.82	12.71	6.314	3.078	1.000
2	22.33	14.09	9.925	6.965	4.303	2.920	1.886	0.816
3	10.21	7.453	5.841	4.541	3.182	2.353	1.638	0.765
4	7.173	5.598	4.604	3.747	2.776	2.132	1.533	0.741
5	5.893	4.773	4.032	3.365	2.571	2.015	1.476	0.727
6	5.208	4.317	3.707	3.143	2.447	1.943	1.440	0.718
7	4.785	4.029	3.499	2.998	2.365	1.895	1.415	0.711
8	4.501	3.833	3.355	2.896	2.306	1.860	1.397	0.706
9	4.297	3.690	3.250	2.821	2.262	1.833	1.383	0.703
10	4.144	3.581	3.169	2.764	2.228	1.812	1.372	0.700
11	4.025	3.497	3.106	2.718	2.201	1.796	1.363	0.697
12	3.930	3.428	3.055	2.681	2.179	1.782	1.356	0.695
13	3.852	3.372	3.012	2.650	2.160	1.771	1.350	0.694
14	3.787	3.326	2.977	2.624	2.145	1.761	1.345	0.692
15	3.733	3.286	2.947	2.602	2.131	1.753	1.341	0.691
16	3.686	3.252	2.921	2.583	2.120	1.746	1.337	0.690
17	3.646	3.222	2.898	2.567	2.110	1.740	1.333	0.689
18	3.610	3.197	2.878	2.552	2.101	1.734	1.330	0.688
19	3.579	3.174	2.861	2.539	2.093	1.729	1.328	0.688
20	3.552	3.153	2.845	2.528	2.086	1.725	1.325	0.687
21	3.527	3.135	2.831	2.518	2.080	1.721	1.323	0.686
22	3.505	3.119	2.819	2.508	2.074	1.717	1.321	0.686
23	3.485	3.104	2.807	2.500	2.069	1.714	1.319	0.685
24	3.467	3.091	2.797	2.492	2.064	1.711	1.318	0.685
25	3.450	3.078	2.787	2.485	2.060	1.708	1.316	0.684
26	3.435	3.067	2.779	2.479	2.056	1.706	1.315	0.684
27	3.421	3.057	2.771	2.473	2.052	1.703	1.314	0.684
28	3.408	3.047	2.763	2.467	2.048	1.701	1.313	0.683
29	3.396	3.038	2.756	2.462	2.045	1.699	1.311	0.683
30	3.385	3.030	2.750	2.457	2.042	1.697	1.310	0.683

31	3.375	3.022	2.744	2.453	2.040	1.696	1.309	0.682
32	3.365	3.015	2.738	2.449	2.037	1.694	1.309	0.682
33	3.356	3.008	2.733	2.445	2.035	1.692	1.308	0.682
34	3.348	3.002	2.728	2.441	2.032	1.691	1.307	0.682
35	3.340	2.996	2.724	2.438	2.030	1.690	1.306	0.682
36	3.333	2.990	2.719	2.434	2.028	1.688	1.306	0.681
37	3.326	2.985	2.715	2.431	2.026	1.687	1.305	0.681
38	3.319	2.980	2.712	2.429	2.024	1.686	1.304	0.681
39	3.313	2.976	2.708	2.426	2.023	1.685	1.304	0.681
40	3.307	2.971	2.704	2.423	2.021	1.684	1.303	0.681
41	3.301	2.967	2.701	2.421	2.020	1.683	1.303	0.681
42	3.296	2.963	2.698	2.418	2.018	1.682	1.302	0.680
43	3.291	2.959	2.695	2.416	2.017	1.681	1.302	0.680
44	3.286	2.956	2.692	2.414	2.015	1.680	1.301	0.680
45	3.281	2.952	2.690	2.412	2.014	1.679	1.301	0.680
46	3.277	2.949	2.687	2.410	2.013	1.679	1.300	0.680
47	3.273	2.946	2.685	2.408	2.012	1.678	1.300	0.680
48	3.269	2.943	2.682	2.407	2.011	1.677	1.299	0.680
49	3.265	2.940	2.680	2.405	2.010	1.677	1.299	0.680
50	3.261	2.937	2.678	2.403	2.009	1.676	1.299	0.679
55	3.245	2.925	2.668	2.396	2.004	1.673	1.297	0.679
60	3.232	2.915	2.660	2.390	2.000	1.671	1.296	0.679
65	3.220	2.906	2.654	2.385	1.997	1.669	1.295	0.678
70	3.211	2.899	2.648	2.381	1.994	1.667	1.294	0.678
75	3.202	2.892	2.643	2.377	1.992	1.665	1.293	0.678
80	3.195	2.887	2.639	2.374	1.990	1.664	1.292	0.678
85	3.189	2.882	2.635	2.371	1.988	1.663	1.292	0.677
90	3.183	2.878	2.632	2.368	1.987	1.662	1.291	0.677
95	3.178	2.874	2.629	2.366	1.985	1.661	1.291	0.677
100	3.174	2.871	2.626	2.364	1.984	1.660	1.290	0.677
120	3.160	2.860	2.617	2.358	1.980	1.658	1.289	0.677
140	3.149	2.852	2.611	2.353	1.977	1.656	1.288	0.676
160	3.142	2.846	2.607	2.350	1.975	1.654	1.287	0.676

180	3.136	2.842	2.603	2.347	1.973	1.653	1.286	0.676
200	3.131	2.839	2.601	2.345	1.972	1.653	1.286	0.676
250	3.123	2.832	2.596	2.341	1.969	1.651	1.285	0.675
300	3.118	2.828	2.592	2.339	1.968	1.650	1.284	0.675
350	3.114	2.825	2.590	2.337	1.967	1.649	1.284	0.675
400	3.111	2.823	2.588	2.336	1.966	1.649	1.284	0.675
450	3.108	2.821	2.587	2.335	1.965	1.648	1.283	0.675
500	3.107	2.820	2.586	2.334	1.965	1.648	1.283	0.675
600	3.104	2.817	2.584	2.333	1.964	1.647	1.283	0.675
700	3.102	2.816	2.583	2.332	1.963	1.647	1.283	0.675
800	3.100	2.815	2.582	2.331	1.963	1.647	1.283	0.675
900	3.099	2.814	2.581	2.330	1.963	1.647	1.282	0.675
1000	3.098	2.813	2.581	2.330	1.962	1.646	1.282	0.675
2000	3.094	2.810	2.578	2.328	1.961	1.646	1.282	0.675
3000	3.093	2.809	2.577	2.328	1.961	1.645	1.282	0.675
4000	3.092	2.809	2.577	2.327	1.961	1.645	1.282	0.675
5000	3.092	2.808	2.577	2.327	1.960	1.645	1.282	0.675
df = ∞ (z)	3.090	2.807	2.576	2.326	1.960	1.645	1.282	0.674
one-tail p	0.001	0.0025	0.005	0.01	0.025	0.05	0.1	0.25
two-tail p	0.002	0.005	0.01	0.02	0.05	0.1	0.2	0.5

BIO STATEMENT

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Books in Educational as:

1. Introduction to Vocabulary, a general introduction to the learners, Published in August 2020. This book is written by Ms. Leonita Maria E. Manihuruk, S.Pd, M.Pd and Mr. Mungkap Mangapul Siahaan, S.Pd., M.Pd.
2. Introduction to English Pronunciation, Published in September 2020. This book is written by Ms. Novra Melisa P. Hutabarat, S.Pd., M.Hum and Mr. Mungkap Mangapul Siahaan, S.Pd, M.Pd.
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1. The effects of Google Classroom in Learning Syntactic Structure
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2. Application of social competence (ASCAAL) to improve learning creativity in the online learning system (SPADA) in the Convid-19 Pandemic Era
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3. Pengaruh metode Quantum Teaching dalam menciptakan pembelajaran yang aktif dan menyenangkan pada anak Sekolah Dasar
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<https://issn.lipi.go.id/terbit/detail/20210709201347043>

DEVELOPING SIGN LANGUAGE ANDROID MOBILE APPLICATION 'LETSIGN' FOR DEAF AND HARD OF HEARING CHILDREN

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Abstract: Letsign is a smartphone application developed in response to the multiple challenges encountered by special needs schools and teachers when teaching deaf students a foreign language. The application's purpose is to aid both teachers and students in the study and teaching of ASL in English classes to deaf students. Therefore, this research contributes to determining 1) how effectively can the developed mobile application improve deaf and hard-of-hearing students' ASL sign language proficiency in English classes and 2) how beneficial students find it for their ASL signing in English class. Ten seventh-grade deaf students from a state special needs school in North Bali participated in the study. This study uses three instruments: an android mobile application evaluation guided interview, a pre-test and post-test word list, and the design and development of a mobile application. Three topics were taught to the students, namely family, animals, and clothes. The study demonstrates that the Letsign application can enhance students' ability to sign ASL, which was presented in English class. The post-test results indicate that the average post-test score for each session was higher than 7.50. Each student finds the application useful for ASL study. They appreciate that they can study whenever and wherever is most convenient.

Keywords: *sign language, Letsign, mobile application*

INTRODUCTION

According to the Decree of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia, number 56/M/2022 regarding guidelines for implementation of the curriculum in the framework of learning recovery, it is stated that English is an optional subject taught to junior high students with special needs. This curriculum follows the national language policy, which encourages the people of Indonesia to be multilingual. This policy focuses on the use of Indonesian as the national language, the preservation of the indigenous language, and proficiency in foreign languages (Bedir, 2019; Fauyan, 2019). Following the curriculum, English as a foreign language is offered as an optional subject in one of the special needs schools in North Bali. Students start learning English in the seventh grade and continue through high school.

Based on initial observations and document studies at the school, several problems were found in teaching English to students with special needs, particularly deaf children. First, according to the document analysed, the core and basic competencies expected of deaf pupils include, among others, the ability to understand verbal and written texts, comprehend the structure, and describe their environment. The expectations for deaf children who had no

previous exposure to English instruction appear to be unrealistically high in terms of both the core competencies and the basic competencies that need to be accomplished. Second, the English instructor had difficulty teaching the pupils because there was not a single book available for deaf children to learn English. Additionally, there are no visual resources available to the students to aid in their learning. This made it difficult for the teacher to meet the high expectations of the core and basic competence. Studies reveal that visual representations of instructional materials are necessary for deaf students (Golos & Moses, 2013; Hopkins & Moore, 2010; Nurpiena, Wihidayat, & Budianto, 2021).

Third, the curriculum does not specify which sign language students should be introduced to when learning English. We should not forget that the pupils are deaf or hard of hearing and, as a result, use sign language to communicate. In teaching English, the teacher uses Sistem Isyarat Bahasa Indonesia (SIBI), the Indonesian sign language system. Because the purpose of learning a foreign language is to be able to communicate in that language, teaching English to deaf students through the SIBI sign language does not seem to construct meaning. There is no universal sign language exists in the world. In different countries or locations, different sign languages are practised. In English-speaking countries, for example, In the United Kingdom, British Sign Language (BSL) is used. It is a distinct language from American Sign Language (ASL), the primary language of many deaf and hard-of-hearing North Americans, as well as some hearing persons. Americans who understand ASL may not understand BSL. Therefore, learning English will be more meaningful for deaf children if the communication tool chosen in the learning process is one of the sign languages used in English-speaking countries. ASL has been used as a lingua franca within international deaf contexts (Kusters, 2021). Many nations in Africa, Asia, and South America have been exposed to American Sign Language in one of its many variants due to the work of missionaries, educationalists, and development workers (Parsons, 2005; Woodward, 1996). In addition, many deaf students throughout the world study in the United States and carry American Sign Language back to their home countries (Parks, 2014). ASL, given its history of use as a lingua franca in a variety of international settings, American Sign Language (ASL) was selected to be the sign language that was taught to deaf students as part of this research.

To assist deaf students in learning English, an application was built in this study that offers an introduction to basic English vocabulary, where each vocabulary is accompanied by a video in ASL. In learning a sign language, students who are deaf or hard of hearing should be encouraged to learn how to use technology media, a necessary skill for communication, learning, and searching for knowledge (Mingsiritham & Chanyawudhiwan, 2020). It is critical that children who are deaf or hard of hearing have access to various technological assistance (Jabar & Ahmad, 2018; Ramadani, Putra, Sudarma, & Giriantari, 2021).

Letsign is a mobile application developed in response to the numerous challenges that special needs schools and teachers face when teaching English to deaf students. This is a subsection of larger research examining the use of multimedia to teach deaf and hard-of-hearing students in Bali. The goal of the application is to assist both the teachers and the students in the process of learning and teaching English to deaf students. Thus, this research aids in finding out:

1. How effectively can the designed mobile application enhance deaf and hard-hearing students' sign in ASL in English lessons?
2. How helpful do the students find it for their ASL signing in English lessons?

METHODS

Participants

Ten deaf seventh-grade pupils from a public Special Needs School in North Bali participated in the study. Two of them were female, and eight were male, aged from 12 to 13 years. In Indonesia's special needs Education curriculum, English is taught in the 7th grade. This study examined English learning for Deaf students by introducing American Sign Language (ASL) in English lessons. The American Sign Language, often known as American Sign Language (ASL), is a naturally occurring language used by most deaf people in the United States. Since ASL is used in a nation where English is the primary language, it was decided to introduce ASL to deaf children in the school during the English session. Besides, some countries incorporate ASL elements into their sign languages.

Instruments

This study employs three instruments: the android mobile application assessment guided interview, a word list of the pre-test and post-test, and the design and development of the mobile application.

The Android Mobile Application Assessment Guided Interview

The android mobile application assessment guided interview was created to determine whether or not participants found the mobile application useful in improving their ASL signing in English lessons. The instrument was used to ascertain the participants' thoughts toward the mobile application used in this study.

A Word List of the Pre-Test and Post-Test

A word list was created for the students to sign to analyse the participants' ASL signing and identify the improvements made by the participants. The vocabulary list has a total of 30 words and is broken down into three categories: family, animals, and clothes. The students were given ten words in each category, pictures of the objects, and ASL they had seen in the mobile application. One category was introduced in one teaching session, which lasted 60 minutes. The word list was provided in both the pre-test and post-test to determine whether students believe the created mobile application aids in enhancing their ASL signing in English classes.

The Design and Development of the Mobile Application

The researchers developed an android mobile application named 'Letsign,' the primary instrument in this research. This multimedia sign language application has been created to assist deaf students in improving their ASL signing while participating in English classes. Three sign languages are included in the Letsign application: Sistem Isyarat Bahasa Indonesia (Indonesian sign language system), Kata Kolok (also known as Bengkala Sign Language, is a village sign language that is indigenous to a village in northern Bali, Indonesia), and American Sign Language (ASL). In this paper, the use of ASL will be analysed. The Letsign application includes several functions: Register, Login, Search, Word Categories, and a Search History. Each category has several word lists and a video showing how each word is signed. The features of the designed application can be seen in Figure 1- Figure 8.

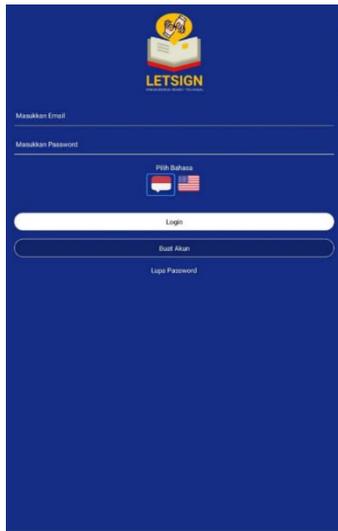


Figure 1. The front page of Letsign



Figure 2. ASL word categories

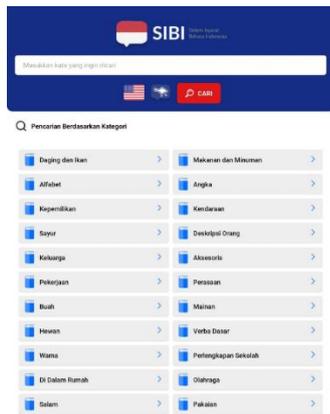


Figure 3. SIBI word categories



Figure 4. Kata Kolok word categories

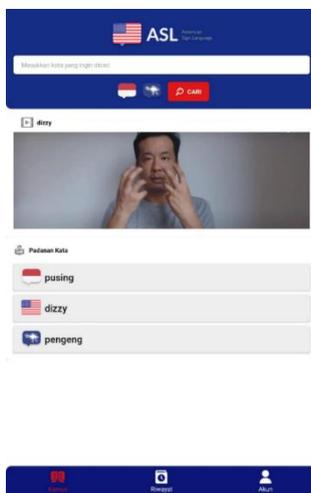


Figure 5. Example of ASL



Figure 6. Example of SIBI

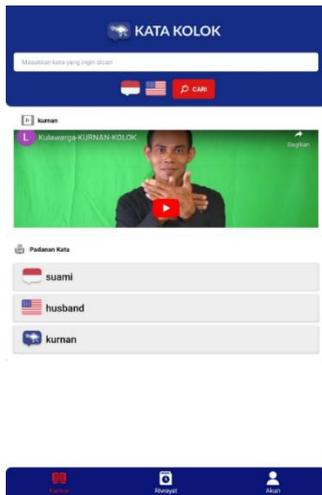


Figure 7. Example of Kata Kolok



Figure 8. Search History

Data Collection Procedure

The researcher designed lesson plans to collect data, each of which lasted one hour. Each word category was covered in a single lesson. The students were given a pre-test at the start of each session before receiving instruction in ASL sign language. In each lesson, students were asked to sign ten words. When signing the words, the students were video recorded.

They were asked to sign based on their existing knowledge. The students then began practising ASL concerning the ten words provided to them using the developed mobile application and the researcher's instructions. The students were instructed to download the Letsign mobile application. The Letsign application allows students to practise signing after class or whenever it is convenient for them. Students were given a post-test following the instruction. They had to sign the same word list that was given to them in the pre-test. After that, the pre-test and post-test results were compared to investigate the effectiveness of the teaching design. With the help of the teachers, the students were interviewed once data collection was complete to learn how they think the Letsign app has aided their signing with ASL.

Data Analysis

Each participant in this study was video recorded during the ASL signing. Pre-test and post-test video records were examined and compared. It was compared to determine any significant difference between the pre-and post-test. Qualitatively, the result of the interview was described to see the students' responses to using the Letsign mobile application.

RESULTS

To determine whether the participants could sign in American Sign Language (ASL), the test words were signed by the participants. According to the findings, during the pre-test, the students signed the words using the Indonesian Sign Language system (SIBI) or the local sign language they receive or use in the home environment. This is understandable, given that the teacher previously used the SIBI as a communication tool when teaching English. Yet, two out of thirty words are signed with the same hand movements in SIBI as in ASL.

These words are, for example, ‘baby’ and ‘shoes’, as can be seen in Table 1 and Table 2 shows differences in SIBI and ASL sign.

Table 1. Similar hand movements for SIBI and ASL

Indonesian	English Equivalents	SIBI and ASL
<i>bayi</i>	baby	
<i>sepatu</i>	shoes	

During the pre-test, the remaining 28 words were signed using a variety of hand movements in SIBI that are distinct from those used in ASL. The following are some hand movements that differ between SIBI and ASL from the word list tested on the students.

Table 2. The difference sign between SIBI and ASL

Indonesian	English equivalents	SIBI	ASL
<i>ibu</i>	mother		
<i>paman</i>	uncle		
<i>anjing</i>	dog		
<i>kelinci</i>	rabbit		
<i>baju</i>	shirt		
<i>celana Panjang</i>	pants		

Following the pre-test, the Letsign mobile application was provided to the students to assist them in learning ASL. In each session, ten words were taught to the students. After learning how to sign the words with the assistance of Letsign, students were given a post-test at the end of the session. The post-test revealed that most of the participants were able to do the hand gestures in American Sign Language. Examples of the hand movements during post-test are presented in Table 3.

Table 3. The Post-test in ASL

Indonesian	English equivalents	Post-test using ASL
ayah	father	
ibu	mother	
sapi	cow	
kucing	cat	
baju	shirt	
rok	skirt	

In the first topic, 'family,' seven students could correctly perform the ASL hand movements for all ten words provided. Three students had difficulty signing the word 'father', and one of those three also made a mistake when signing the word 'grandfather' and 'mother'. The average score for the first session post-test was 9.5. In the second session, animal-related vocabulary and signs were introduced. Five pupils can correctly sign the ten words on the post-test. Five others made an error. The words they had problems signing are, for example, 'dog', 'cow', 'cat', 'goat', and 'rabbit'. The average score in the second session was 8.9. In the third session, the topic 'clothes' were given to the students. In the third and final session, five of the pupils were able to sign all ten words correctly. Five others signed some words incorrectly; among them were the words 'pants', 'skirt', 'shirt', 'shorts', and 'jacket'. The average score in the third session was 7.9. According to the findings of this study, a course is regarded to have been successful, and an application is considered effective for teaching ASL when the average score is 7.0 or higher.

This study also attempts to gather the students' opinions towards Letsign. The teacher posed the question to the class. Every student finds the application handy for learning ASL. The Letsign is stored in their mobile phone, so they informed that they could learn wherever and whenever convenient. The application contains videos that make get examples form ASL visually.

DISCUSSION

According to the findings of the research, the android mobile application that is utilised in the lesson can help students enhance their ability to sign in ASL. Even though, at first, the students used the Indonesian Sign Language System (Sistem Isyarat Bahasa Indonesia or SIBI) to sign the English words that were taught to them, after the instruction that was provided, the students were finally able to distinguish between SIBI and American Sign Language (ASL). Thus, when signing English words, the students use American Sign Language. They have realised that SIBI and ASL sign languages are different. The deaf needs to learn a lingua franca since there is a possibility that those students will come into touch with people from other countries or have the opportunity to participate in activities that take place on a global scale. In international settings such as conferences, sports events, art events, camps, leadership programmes, academic courses, development initiatives, non-governmental organisation (NGO) initiatives, research, and religious missions, American Sign Language (ASL) is used as one of the lingua francas (Friedner & Kusters, 2014). Additionally, American Sign Language (ASL) started receiving widespread acceptance as a foreign language (Swaney & Smith, 2017).

Before the instruction was given through the use of the mobile application, the teaching of English to deaf students and children with hearing loss was delivered through the use of more conventional instructional methods. They use a whiteboard to teach the students, and the main teaching and learning process consists of the teachers requesting the students to write English words. Students are instructed to copy the English words written on the whiteboard into their notebooks. The absence of teaching methods for students may be attributable to the lack of sign language experts, particularly in foreign languages. In addition, a shortage of funding can hinder special needs schools (Kamnardsiri, Hongsit,

Khuwuthyakorn, & Wongta, 2017). Thus, the purpose of this study is to assist deaf students in learning sign language through the application of technology.

Deaf students are visual learners that rely on sight for getting information (Chen, 2014; Pariyatin & Ashari, 2014). Therefore, they need to be provided with learning media involving technology that includes visual representation (Hopkins & Moore, 2010). Thus, Letsign is one of an application that can help students in learning sign languages. The study also identifies several benefits and limitations of using Letsign to teach deaf students sign language. The first benefit is that the application features a video for each ASL vocabulary, so students are motivated to learn and receive visual information on how to sign them. They also enjoy learning through the application's provided video. Second, the application is user-friendly, making it simple for the students to operate. They only need to use an email to log in. Several students can use the same email. The email was provided by the teacher. They can then select the things they want to learn about by clicking on the ASL symbol. Videos are provided along with the vocabulary list for each topic. Third, the application was created for beginners, with topics such as numbers, alphabet, colours, family, animals, clothes, and many other topics related to their environment. As a result, they find it convenient because it is relevant to their daily lives. Last not least the developed application also can enhance the students' performance in signing ASL. Since the post-test demonstrates that the students can sign in ASL as opposed to the pre-test in which they signed in SIBI, it can be concluded that the course utilising the developed application helps enhance students' signing abilities.

This study does have certain advantages, but it also has some limitations. The vocabulary in the app is mostly focused on nouns or other entities; it does not yet offer a wide range of verbs and adjectives that are essential for real-world communication. Second, it is related to time constraints. Because the time allotted to test the application's effectiveness was short, it could only be implemented in a special needs school in North Bali. The study has not been carried out in other special needs schools. Because of the small sample size used in this study, it is recommended that future researchers employ a larger sample for similar work.

CONCLUSION

The study reveals that the Letsign application can improve students' ability to sign American Sign Language (ASL), taught in English class. The post-test findings reveal that the average post-test score for each session exceeded 7.50. Each student finds the application beneficial to their ASL learning. They value the ability to learn whenever and wherever is most practical. Letsign helps deaf students get visual information about what they have learned.

This study provides opportunities for other researchers working in the field of special needs education in Indonesia. English is an optional subject in Indonesia's national curriculum for deaf students. Yet, the deaf students' curriculum does not accommodate their disabilities.

Therefore, they must learn sign language to function. The students must be given access to sign language that is utilised as a lingua franca, even if there is no universal sign language that is used globally. While sign language is the preferred method of communication for deaf students, English is the language for children with normal hearing. In addition, there is a possible link between the absence of teaching methods for students and the lack of sign language experts, particularly in regard to the teaching of foreign languages. Therefore, the

Indonesian government needs to train teachers in special needs schools, particularly those teachers who teach in foreign languages. In addition, a lack of funding can make it difficult for special needs schools to improve themselves; consequently, the government needs to pay more attention to the issue and provide adequate financial support to the school for the school to be able to enhance the level of teaching and learning that it provides.

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Appendix
 ASL word List
 Meeting 1 Family

1	father	6	grandfather
2	mother	7	grandmother
3	brother	8	uncle
4	sister	9	aunt
5	baby	10	child

Meeting 2 Animals

1	cat	6	horse
2	dog	7	fish
3	bird	8	cow
4	chicken	9	pig
5	goat	10	rabbit

Meeting 3 clothes

1	hat	6	belt
2	shirt	7	jacket
3	short	8	socks
4	pants	9	shoes
5	skirt	10	underwear

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SCRUTINIZING DIGITAL LEARNING AND TEACHING CAPABILITIES OF THE PRE-SERVICE ENGLISH TEACHERS AT THE TELL COURSE

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Abstract: As part of digital literacy, digital learning and digital teaching capabilities are essential for those involved in education field, including English language teachers. English Teachers have to be equipped with these capabilities since they are studying as pre-service teachers. Applying qualitative approach, this study revealed the digital learning and teaching of the pre-service English teachers in an English education study program in a private university, and how the TELL course facilitates the improvement of those. Following the JISC digital literacy framework, observation, questionnaire and interview were utilized to scrutinize the two previously mentioned research aims. 20 pre-service teachers and a TELL lecturer involved voluntarily as participants completing the questionnaire and being interviewed on the issues. The results showed that in term of digital learning 54 % of the respondents have the capacity to participate in and benefit from digital learning opportunities, identify and use digital learning resources, and use learning apps and services. However, most of the respondents are still lack in digital teaching capability, like to support and develop others in digitally-rich settings, to teach, to work in a teaching or curriculum team, and to design learning opportunities. In sum, as future English teachers, the respondents had enough digital capabilities as learners, but they need more opportunity to improve their digital teaching capability.

Keywords: *pre-service English teachers, digital literacy, TELL*

INTRODUCTION

Teachers are expected to use the quickly developing digital technology tools to develop successful teaching and learning activities as digital technology becomes more prevalent in the field of education (Kurniawati et al., 2018). Such expectations are made in an effort to equip future teachers with the necessary abilities for their teaching duties in the future by the government, society, parents, and students. The use of technology in education should not only concentrate on improving teachers' technological proficiency; it should also concentrate on utilizing the affordances of technology as a tool for learning with the objectives of improving students' abilities to work collaboratively, synthesize information from various sources, and produce meaningful works (van Laar et al., 2017).

Finding strategies to help instructors integrate technology in their classrooms appropriately and efficiently in line with their learning objectives and desired results is a major problem. As a result, there is a pressing need for associated institutions to offer technology-focused teacher professional development to assist instructors in navigating the use of technology in the classroom (Reynolds & Chiu, 2016).

Teacher training can be a crucial component to assist instructors in using multimedia and other technology resources effectively when it comes to the skills and knowledge needed by teachers

to integrate technology into language learning (Kılıçkaya & Seferoğlu, 2013). The majority of pre-service teachers graduate from their degree and certification programs with little to no formal training in the use of technology in language instruction (Hubbard, 2008). Teachers in training can typically experiment on their own with new instruments. However, students may not always be able to see the benefits of new technology without guidance and replicate an authentic educational environment. Teacher training programs often ignore the use of technology (Kılıçkaya & Seferoğlu, 2013) or if the training programs do not ignore the use of technology, many of them put more emphasis on the use of technology only, ignoring the use of technology for language education and how to help participants build technical and pedagogical skills and knowledge (Hubbard, 2008). Some existing studies show that technology integration is unsatisfactory in teacher education (Martzoukou et al., 2020).

Therefore, the ideal teacher training program should have immediate relevance to the teachers and link to their current instructional setting (Hanington & Pillai, 2016). CALL intervention should equip teachers with more than just technological knowledge (Lee, 2000) Through a well-organized and well-prepared teacher training program, teachers could be assisted in integrating and adopting CALL (Hubbard, 2008).

Factors related to the role of teachers in integrating technology into the teaching- learning process have resulted in the high demands for teachers to use technology in their class over the last decade (Reynolds & Chiu, 2016). However, in real practice, despite the high demands from teachers' educators, academia, and other stakeholders in education, in language teaching classrooms, technology tools were not utilized to its maximum potentials. It is mentioned that in one of their studies involving schools and teachers, they found out that despite the availability of sophisticated technology tools at schools, many of the teachers did not utilize the tools at all. Some of them utilized computers for their teaching preparation, such as creating handouts or teaching materials. These findings can be considered as common situations among the school within the country.

Digital Literacy

Digital skills are divided into five competency areas by DigComp 2.0: information and data literacy, communication and collaboration, creating digital content, security, and problem-solving. The European Commission's Digital Competence Framework for Citizens presented a definition of digital literacy that was created by UNESCO (UNESCO, 2018). According to UNESCO, digital literacy is the capacity to use digital technology securely and effectively for work, good jobs, and entrepreneurship. It includes the ability to access, manage, comprehend, integrate, communicate, and generate information. It encompasses abilities that are variously referred to as "media literacy," "information literacy," "computer literacy," and "ICT literacy."(Alexander & Galina, 2020).

A framework for digital literacy has been released by JISC (Joint Information Systems Committee) in the UK, and it is utilized by digital leaders and employees who are in charge of fostering digital capabilities inside their organizations (JISC, 2015). The JISC UK digital literacy framework is also accessible to students from a range of educational backgrounds. There are six sections in the JISC UK framework for digital literacy. Digital literacy is a broad and holistic concept that embraces much more than the functional IT skills that students need to survive in a digital society. Although many students are skilled technology

users, they do not usually come into further or higher education armed with all the digital competencies they need to thrive in their academic lives and in employment. This highlights a key role for universities and colleges to support students to develop differentiated, specialized and advanced digital literacy skills, above the general core entitlement that students expect. The JUSC digital literacy framework are as the following:

1. ICT Skills (Functional skills)
2. Information and media literacy (Critical Use)
3. Digital Creation, problem-solving, and innovation (Creative Production)
4. Communication, collaboration, and digital participation
5. Digital learning and teaching
6. Digital Identity and Health (Self-actualization)

In the current study, the focus is on digital learning and teaching. The capacity to participate in and benefit from digital learning opportunities; to identify and use digital learning resources; to participate in learning dialogues via digital media; to use learning apps and services (personal or organisational); to use digital tools to organise, plan and reflect on learning; to record learning events/data and use them for self-analysis, reflection and showcasing of achievement; to monitor own progress: to participate in digital assessment and receive digital feedback; to manage own time and tasks, attention and motivation to learn in digital settings. An understanding of the opportunities and challenges involved in learning online; an understanding of own needs and preferences as a digital learner (e.g. access, media, platform and pedagogy) (JISC, 2015).

The capacity to support and develop others in digitally-rich settings, to teach, to work in a teaching or curriculum team, to design learning opportunities, to support and facilitate learning, to be pro-active in peer learning, all while making effective use of the available digital tools and resources. An understanding of the educational value of different media for teaching, learning and assessment; an understanding of different educational approaches and their application in digitally-rich settings (Beetham, 2015).

TELL

The teaching and acquisition of a second language, commonly known as L2, are favourably impacted by technology enhanced language learning (TELL). Computers are used as technological advancements to show multimedia as a supplement to language teacher teaching methods in what is known as technology-enhanced language learning. It's crucial to keep in mind that TELL is more of a complementary strategy that can be used with other teaching strategies (Lan et al., 2018).

Technology-enhanced language learning has a positive impact on the teaching of the learning of a second language, or L2 (TELL). Computers are utilized as technological improvements to show multimedia as a supplement to language teacher teaching methods in what is known as technology-enhanced language learning. It's important to remember that TELL is more of a supplementary technique that may be applied alongside other teaching techniques (Golshan & Tafazoli, 2014).

Internet users in Indonesia are ranked the sixth most out of all countries in the world, amounting to 123 million users. In 2020 internet users increase to as many as 175.4 million

Indonesians, in other words more than 64% of Indonesians use the internet. APJII (Association of Indonesian Internet Service Providers) in 2019 mentioned that, the percentage of internet users in Indonesia has an age range of 16 to 64 years by owning various types of devices such as mobile phones (96%), smartphones (94%), on-smartphone mobile phones (21%), laptops or desktop computers (66%), tablets (23%), game consoles (16%), to virtual reality devices (5.1%) (Kominfo, 2020).

Researchers working with Jaringan Peneliti Literasi Digital (Japelidi) have developed a map of digital literacy in Indonesia (Kurnia & Astuti, 2017). It looked at the participants, activities, partners, and aims of the digital literacy movement. In Indonesia, universities are the primary source of information on digital literacy (56, 14%), followed by governments (14, 34%), communities (13, 52%), non-governmental organizations (5, 32%), schools (3, 68%), corporations (3, 68%), associations and community organizations (2, 86%), and the media (0, 4%). Unfortunately, the only activities included in this movement are one-way lectures and socializing. A novel medium for enhancing digital literacy and enhancing the university's function as a promotor of the digital literacy movement in Indonesia is the MOOCs' digital literacy development learning and teaching. It is widely known that Indonesia nowadays is still struggling to face the challenge of increasing its literacy level. The organization for Economic Cooperation and Development (OECD) released that Indonesia's rank in the Programme for International Student Assessment (PISA) survey in 2018 was low. PISA itself is an international assessment method as an indicator to measure Indonesian students on the global scope. Indonesia's rank for reading competence was 72 out of 77 countries (Mayuni et al., 2020).

Therefore, this study tries to reveal the digital learning and teaching of the pre-service English teachers in an English education study program in a private university, and to investigate how the TELL course facilitates the improvement of the digital learning and teaching of the pre-service English teachers.

METHODS

This study was carried out following descriptive research to the digital learning and teaching of the pre-service English teachers, and to investigate how the TELL course facilitates the improvement of the digital learning and teaching of the pre-service English teachers.

Descriptive study confirms the aims of the study in a way that it is precisely intended to describe a phenomenon as it is, covering the description, recording, analysis, and interpretation of the present nature of or practices of phenomena (Alwasilah, 2009). The focus of descriptive research is to prevail circumstances, things or people behave or act at a particular time, and it often depicts comparison or contrast of those phenomena. In this particular study, the processes investigated in this study was the way the TELL course facilitates the improvement of the digital learning and teaching of the pre-service English teachers

The current study established several considerations in choosing the locus of the research by portraying the effort in nurturing digital literacy among the pre-service English teachers through TELL subject with SIOP protocol. First, digital literacy has been a crucial qualification for pre-service English teachers. Therefore, this study will be carried out at

institutions that provide education for pre-service English teachers. Secondly, regarding the object of this study, the pre-service English teacher taking the TELL course selected have the requisite features to implement it. Thus, the execution of this study would give a significant stimulus not only for pre-service English teachers on the site but also for those in general.

Participants

Participants in this study were a lecturer and 20 pre-service English teachers and a lecturer at an English Education Study Program at Universitas Suryakencana in Cianjur. Purposive sampling was applied to select the participants involved in this research. It is a sampling strategy to intentionally include individuals in the study by considering the providing of useful information to develop a detailed understanding of the issue within the investigation (Alwasilah, 2009). As this study focused on the digital learning and teaching of the pre-service teachers, and in what way the TELL course facilitate them.

Instruments

To establish the internal validity of the research design for triangulation, different data gathering techniques should be used (Creswell, 2020). Data from interviews, questionnaires, and observations were gathered using several tools in this study. To acquire a good image of how teaching-learning activities actually occur, video-taped classroom observation was selected as the essential tool. Understanding the culture, environment, or social phenomenon under study through the participant's views was the goal of the observation (Cresswell, 1998).

An in-depth comprehension of the activity or behavior and its components under inquiry is possible thanks to the observation of data that is hardly ever gained through an interview (Alwasilah, 2009). While waiting for the responses from the students, the overall pattern of responses to the questions was determined by triangulating the results of interviews and questionnaires.

The data were collected from questionnaires, and interviews. The statement gathers first-hand information by observing people and places at the research site. The classroom observation functioned to determine the aspects to be kept in the form of a checklist. The observation checklist follows digital learning and teaching concepts in JISC framework in TELL classroom. The interview was utilized to confirm the student's response to the questionnaire.

Data Analysis

The information gathered through observation, a questionnaire, and interviews is largely used to perform qualitative data analysis. The three primary phases of qualitative data analysis are data reduction, data visualization, and data conclusion (Creswell, 2020). As a result, the data was condensed, presented, and drawn conclusions based on the JISC digital literacy framework after it had been gathered through observation, open-ended questionnaires, and interviews.

RESULTS

As it has been stated previously that the aims of this study include to reveal the digital learning and teaching skill among the pre-service English teachers and to investigate in what way the TELL course facilitates the improvement of the digital learning and teaching of the pre-service English teachers.

In answering the first issue, the instruments used were questionnaire, observation, and interview. The open-ended questionnaire was given in digital form to dig their knowledge on digital literacy, digital learning, and digital teaching. The observation was conducted to see the real practice of their digital learning and teaching during the classroom activities at the TELL course. While the interview was intended to dig more information about some unclarified issue from questionnaire and observation.

The questionnaire consists of ten items eliciting the pre-service English teachers understanding on some points in digital learning covering Learning Management System, Video platform, results from the questionnaire about the digital learning understanding of the pre-service teachers is summarized in the following table.

Table 1 Pre-service teachers' digital learning understanding

No.	Digital Learning Aspects	Percentage
1	Learning Management System	50%
2	Video platform for learning	69,20%
3	AI for learning	52%
4	Open online learning	65, 4%
5	Applications that can be used for learning	80%

As it can be seen from the table 1, the pre-service teachers understanding on digital learning are varied. Half of them understand Learning Management System, including the platform and features within. For video platform for learning 69, 20 % recognize and use them for their learning. As for AI for learning, 52% of the respondents have utilized it. Besides, 65, 40% of respondents have been familiar with open online learning. While for applications that can be used for learning reached 80% to be known and used by the respondents.

In addition to the data from the open-ended questionnaire, data from observation during the TELL course also shown that they were able to use the LMS the lecturer chosen. In this study, the LMS used was Canvas. At the beginning the pre-service students had a bit problem in familiarizing with the features they have to use. But overtime they can keep up with the LMS. As the resource for learning not only.

In term of digital literacy, most of the respondents know what digital literacy is. Here are some samples of their answer to what they know about digital literacy.

R1: In my opinion, digital literacy is the knowledge and skills to use digital media.

R2: The ability to know and use technology correctly and wisely.

R3: Digital Literacy is the ability and skill to find, evaluate, utilise, share, and create content using information technologies and the Internet.

R4: Digital literacy is the ability to understand digital platforms.

(Excerpt from interview#1 with the pre-service teachers)

Besides, they also feel comfortable in using digital tools. But, some of the respondents feel threatened when their colleagues talk about technology. However, the majority of respondent admitted that they are behind their fellow teachers in using digital technology.

To investigate how the TELL course facilitates the improvement of the digital learning and teaching of the pre-service English teachers, this finding is also enhanced by the interview result with the lecturer. She mentioned that some students find it difficult to operate some technology because they don't have prior knowledge about it, such as Powtoon. Even though they are actually able to operate it, their willingness to explore a rather complex technology is still lacking and they tend to complain a lot about the difficulty of the technology system. And at a certain point they stopped exploring the technology and did nothing to understand it.

However, TELL course played role in nurturing the pre-service digital literacy among the pre-service teachers of English lesson somehow showcase the students' digital literacy footprints. As it was shown at their mid-test, when the lecturer required them to create a video of their understanding about the teaching material on the use of digital media in education setting, they could accomplish it and had no problem in delivering their assignment in LMS.

During the classroom activities, the respondents showed high interest in sharing their understanding in many topics related to digital literacy. They are confident with their new knowledge and skills related to the practice of digital media in English teaching. Their confident and interest in learning and sharing new things about the practice of digital media in English teaching gave a hint to their future role as model for their surrounding or as agent of digital literacy movement in their working environment.

From the interview, it reveals that the pre-service teachers had positive perception on the way TELL course facilitate the improvement of the digital learning and teaching of the pre-service English teachers. As it can be seen in the following excerpts of interview

R5: Yes. It can keep updating teachers' knowledge about how to use technology, because as I know using technology in classroom can help students to engage more with material they're learning.

R7: Yes, I think it is a must. Language is changing and technology always finds itself to be the latest. Since it relates to each other, it should be included in language education programs.

R14: Of course. Coz we are on different era. Also, students are really close with technology. We have to enter students' world, so we can swim inside there. We can find something match between teacher and student, after that we are really easy to engage with them.

R20: In my opinion, training in technology-enhanced language learning should be included in language education programs to help teachers facilitate students to achieve their learning goals.

(Excerpt from interview#1 with the pre-service teachers)

In sum, the points are as follow:

1. It increases their confidence in using technology in teaching.
2. It helps them to know more apps in teaching.
3. It makes them less threatened to talk about technology in teaching.
4. It should be included into curriculum for pre-service teacher training.

DISCUSSION

Based on the findings of the current study, pre-service teachers have varying levels of digital literacy in this case digital learning and teaching. The understanding of pre-service teachers towards digital learning is different, as seen in Table 1. The platform and functions of the learning management system are all understood by about half of them. 20% of people who use video platforms for learning recognize and use them. In terms of using AI for learning, 52% of the respondents have. Additionally, open online learning was known to 65, 40% of the respondents. The respondents' knowledge and use of programs that can be utilized for learning reached 80%.

A blend of digital technology, e-content, and instructional strategies used to support teaching and learning activities and tasks. Digital learning refers to any type of learning that is accompanied by technology or by instructional practice that makes effective use of technology to give students control over the time, place, method, and speed of their learning. Digital learning refers to any type of innovative learning that is accompanied by technology or by instructional practice that makes effective use of technology and includes the use of a wide range of practices such as blended and virtual learning.

Any type of teaching and learning that is accompanied by innovative technologies or pedagogical approaches that effectively use technology is considered digital teaching and learning. According to the interview, the pre-service teachers had a favorable opinion on how the TELL course helped them enhance their digital learning and teaching of English to students. In sum, the points are as follow:

1. It increases their confidence in using technology in teaching.
2. It helps them to know more apps in teaching.
3. It makes them less threatened to talk about technology in teaching.
4. It should be included into curriculum for pre-service teacher training.

When it comes to the skills and knowledge required by teachers to integrate technology into language learning, teacher training can be a critical component in assisting instructors in effectively using multimedia and other technology resources. The majority of pre-service teachers graduate from their degree and certification programs with little to no formal training in the use of technology in language instruction. Teachers in training can usually experiment on their own with new instruments. However, without guidance, students may not always be able to recognize the benefits of new technology and replicate an authentic educational environment.

CONCLUSION

In any case, the recognition of digital literacy as an essential life skill is not a phenomenon limited to pre-service English teachers alone. Digital literacy improves employability because it is a gate skill, which many employers look for when evaluating a job application. It also acts as a catalyst for the development of other important life skills. However, teacher training and professional development opportunities are scarce. When it comes to language learning, awareness and willingness to use digital-based learning techniques can significantly improve the quality of language teaching. Incorporating technological solutions

and language education contributes to the development of unique teaching methodologies that address individual learning needs.

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BIO STATEMENT

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PENGAPLIKASIAN MEDIA AUDIOVISUAL DALAM PEMBELAJARAN KOSAKATA BAHASA JERMAN

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Abstract: The aim of this study is to improve the mastery of German vocabulary, speaking and writing skills using German prepositions by applying audiovisual media to early semester students. This research was conducted on new students for the 2021/2022 academic year of the German Language Education Program, FKIP, Universitas HKBP Nommensen Pematangsiantar. In this study, a quasi-experimental method was used by using a pre-test and a post-test. Data collection techniques are oral tests and learning outcomes tests. The procedure of this research is by conducting a *pre-test*, implementing learning by applying audiovisual media, then ending with a post-test. The results of this study indicate that the average value of student learning outcomes after the treatment of learning using audiovisual media is higher than before using audiovisual media, namely the post-test average of 86 while the average *pre-test* was 74. This shows that the application of audiovisual media has proven to be effective so that can attract students' interest in learning German vocabulary.

Keywords: *Learning's Media, Audiovisual's Media, German's Vocabulary, German's Prepositions*

PENDAHULUAN

Penggunaan media pembelajaran yang tepat sangat mempengaruhi minat dan atensi peserta didik dalam mengikuti pembelajaran. Terkhusus dalam bidang Bahasa Jerman, pendidik diharapkan mampu memodifikasi pembelajaran agar dapat dipahami oleh peserta didik dengan baik. Hal ini disebabkan bahwa Bahasa Jerman bukanlah mata pelajaran yang wajib dan merata dipelajari secara umum. Masalah pembelajaran yang sering terjadi di awal adalah penguasaan kosakata, kemudian adalah masalah merangkai kalimat sederhana dalam bahasa Jerman lalu dipraktekkan dalam praktek berbicara. Sesuai dengan pengamatan peneliti terhadap mahasiswa di tahun ajaran pertama dalam memahami hal-hal tersebut, maka pemilihan strategi pembelajaran dengan menggunakan media yang menarik diharapkan dapat meningkatkan atensi dan minat yang tentunya berpengaruh kepada hasil belajar mahasiswa yang lebih baik.

Dalam pembelajaran bahasa asing khususnya Bahasa Jerman tentu diperlukan penguasaan kosakata sebagai langkah awal untuk dapat memahami proses pembuatan kalimat yang kemudian dilatihkan untuk dapat dipraktekkan dalam berdialog. Kurangnya penguasaan kosakata bahasa jerman, membuat mahasiswa kesulitan dalam memahami materi yang disampaikan oleh pengajar, sulit menerjemahkan suatu teks, dan sulit dalam berkomunikasi lisan ataupun tulisan. Sebaliknya, tanpa memiliki perbendaharaan kosakata yang memadai, seseorang tidak bisa berkomunikasi dengan baik.

Pembelajaran Bahasa Jerman mencakup empat kompetensi yakni; kemampuan menyimak (*Hoerverstehen*), keterampilan berbicara (*Sprechfertigkeit*), kemampuan membaca (*Leseverstehen*), dan keterampilan menulis (*Schreibfertigkeit*). Keempat kompetensi tersebut ditunjang oleh dua kompetensi yaitu kosakata (*Wortschatz*) dan tata bahasa (*Strukturen*) penguasaan kosakata dan tata bahasa merupakan aspek yang sangat kuat dan penting untuk meningkatkan keempat keterampilan tersebut. Menurut Mawaresna, A., & Anwar, M., (2020) bahwa Penguasaan kosakata dapat menentukan keberhasilan mahasiswa dalam keterampilan berbahasa. Melalui kosakata tersebut, mahasiswa akan lebih mudah dalam mengungkapkan ide atau gagasan yang mereka miliki. Hal ini berarti semakin banyak kosakata yang dimiliki, maka akan semakin baik kualitas memahaminya. Sehingga dapat disimpulkan bahwa kurangnya penguasaan kosakata (*Wortschatz*) dapat menjadi penghambat dalam proses pembelajaran dan termasuk masalah utama yang dihadapi oleh mahasiswa.

Oleh sebab itu untuk dapat memecahkan masalah penguasaan kosakata dan praktek berbicara dalam bahasa Jerman, peneliti memilih dan menerapkan media pembelajaran audiovisual. Dengan adanya media pembelajaran berupa media audiovisual ini diharapkan mampu meningkatkan hasil belajar peserta didik. Nurdyansyah (2019) mengatakan bahwa kedudukan media dalam pembelajaran sangat penting sebab media dapat menunjang keberhasilan pembelajaran. Salah satu media yang dapat digunakan untuk meningkatkan kemampuan berbicara adalah dengan menerapkan media audio visual.

Sejalan dengan itu Munandi (dalam Fillanio, 2013:3) mengemukakan bahwa penggunaan media yang tepat dalam pembelajaran akan meningkatkan motivasi belajar peserta didik dan menciptakan kesenangan dalam kegiatan belajar. Dalam hal ini, penggunaan media pembelajaran dalam proses pembelajaran dapat meningkatkan motivasi belajar peserta didik. Dalam meningkatkan motivasi belajar peserta didik, terlebih dahulu harus menciptakan kesenangan dalam belajar, dimana dalam menciptakan kesenangan peserta didik yaitu dengan menggunakan media audiovisual dalam pembelajaran.

METODE PENELITIAN

Penelitian ini dilakukan pada Semester Genap Tahun Ajaran 2021/2022, pada Program Studi Pendidikan Bahasa Jerman Fakultas Keguruan dan Ilmu Pendidikan Universitas HKBP Nommensen Pematangsiantar. Sampel dalam penelitian ini adalah keseluruhan dari populasi yaitu seluruh mahasiswa Program Studi Pendidikan Bahasa Jerman Angkatan 2021.

Jenis penelitian ini adalah mengacu pada pendekatan penelitian deskriptif kuantitatif Mohajan, (2018); Jenkins et al., (2021). Jenis penelitian ini adalah jenis penelitian eksperimen semu (*quasi experiment*) Isnawan (2020). Penelitian eksperimen semu dilakukan untuk menguji hipotesis tentang ada tidaknya pengaruh suatu tindakan bila dibandingkan dengan tindakan lain dengan pengontrolan variabelnya sesuai dengan kondisi yang ada (Hastjarjo, 2019).

Adapun variabel dalam penelitian ini yaitu pembelajaran kosakata bahasa Jerman sebagai variabel terikat, dan sebagai variabel bebas dalam penelitian ini adalah Media Audiovisual. Dan untuk dapat memperoleh data penelitian digunakan instrumen berupa tes lisan dan tes tulisan sesuai tema pembelajaran Bahasa Jerman yang dipelajari.

Desain penelitian yang digunakan adalah memakai tes awal (*pre-test*) dan teks akhir (*post-test*). Di antara *pre-test* dan *post-test* dilakukan suatu tindakan pengajaran untuk mengetahui bagaimana perbedaan sebelum diberikan tindakan dan sesudah diberikan tindakan (X). Hal itu dapat digambarkan di dalam desain *The One Group Pre-test Post-test Design* Sugiyono (2016) yang menggunakan suatu kelompok tindakan dengan memberikan *pre-test* serta *post-test*. Untuk menguji hipotesis penelitian ini digunakan teknik statistik inferensial, dengan taraf signifikansi $\alpha = 0,05$ (Harianto et al., 2021).

HASIL DAN PEMBAHASAN PENELITIAN

Setelah dilakukan pengolahan data hasil *pre-test*, diperoleh statistik deskriptif yang terdiri dari nilai maksimum, nilai minimum, rata-rata, simpangan baku dan varians. Di bawah ini disajikan statistik deskriptif data hasil menggunakan *Software SPSS 22 for Window*.

Tabel 1. Statistik Deskriptif Data Tes Awal (*Pre-test*)

	Descriptive Statistics					
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
<i>Pre-test</i>	22	58.00	77.00	1633.94	74.2727	5.55141
Valid N (listwise)	22					

Tabel 1 di atas menunjukkan bahwa rerata *pre-test* mahasiswa dalam pembelajaran sebelum penggunaan media audiovisual adalah sebesar 74.27 (dalam pembulatan 74).

Tabel 2. Uji Normalitas Data *Pre-test*

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
<i>Pre-test</i>	.170	22	.200*	.958	22	.746

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Pada tabel 2 terlihat bahwa nilai normalitas mahasiswa sebelum pelaksanaan pembelajaran dengan menggunakan media audiovisual adalah sebesar 0,958 dengan signifikansi 0,200 karena signifikansi lebih besar dari 0,05 maka data *pre-test* data mahasiswa tersebut masuk dalam kategori berdistribusi normal.

Selanjutnya setelah dilakukan pengolahan data hasil *pre-test*, maka dilakukan pengolahan pada data *post-test* maka diperoleh statistik deskriptif yang terdiri dari nilai maksimum, nilai minimum, rata-rata, simpangan baku dan varians. Di bawah ini disajikan statistik deskriptif data tes akhir.

Tabel 3. Statistik Deskriptif Data Tes Akhir (*Post-test*)

	Descriptive Statistics					
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
<i>Post-test</i>	22	80.00	92.00	1895.00	86.1363	3.23897
Valid N (listwise)	22					

Pada tabel 3 diperoleh data yaitu nilai rata-rata hasil belajar mahasiswa yang telah mengikuti pembelajaran dengan menggunakan media audiovisual adalah sebesar 86.13 (dalam pembulatan 86).

Tabel 4. Uji Normalitas Data *Post-test*

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
<i>Post-test</i>	.177	22	.200 [*]	.924	22	.354

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Pada tabel 4 terlihat bahwa nilai normalitas *post-test* mahasiswa setelah pembelajaran dengan menggunakan media audiovisual dengan taraf signifikansi 0,200 karena signifikansi lebih besar dari 0,05 maka data *pre-test* mahasiswa dapat dinyatakan berdistribusi normal.

Bersumber pada hasil penelitian yang diperoleh bahwa terdapat perbedaan yang signifikan antara hasil belajar mahasiswa dengan penggunaan media audiovisual. Hal ini memiliki dampak yang sangat positif terhadap hasil belajar mahasiswa pada pembelajaran kosakata. Kemampuan berbicara dan menulis dengan menggunakan preposisi dalam bahasa Jerman. Banyak temuan yang diketahui bahwa penggunaan media audiovisual meningkatkan animo mahasiswa dan ketertarikan mahasiswa dalam belajar khususnya dalam hal ini keterampilan berbicara dan menulis.

SIMPULAN

Berdasarkan hasil pembahasan penelitian ini, maka dapat disimpulkan bahwa pembelajaran dengan menggunakan media audiovisual ternyata membuat suasana baru dan ketertarikan tersendiri bagi mahasiswa. Pemahaman atas materi yang sedang diajarkan lebih baik dan dalam kelas pembelajaran terlihat antusiasme mahasiswa. Peningkatan hasil belajar mahasiswa terlihat dari nilai rata-rata *post-test* yaitu 86, yang sebelumnya pada *pre-test* hanya 74. Pengaplikasian media audiovisual ini juga terbukti efektif dalam pembelajaran kosakata, kemampuan berbicara dan menulis dengan menggunakan preposisi bahasa Jerman yang sederhana pada mahasiswa tingkat awal Prodi Pendidikan Bahasa Jerman Universitas HKBP Nommensen Pematangsiantar,

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DESKRIPSI PENULIS

Tarida Alvina Simanjuntak, Dosen pada Program Studi Pendidikan Bahasa Jerman, Fakultas Keguruan dan Ilmu Pendidikan Universitas HKBP Nommensen Pematangsiantar. Telah menjalani profesi dosen selama 8 tahun. Spesifikasi bidang ilmu adalah pendidikan Bahasa Jerman. Penelitian-penelitian yang dilakukan dominan perihal masalah pembelajaran bahasa Jerman. Penulis juga aktif dalam kegiatan-kegiatan yang menunjang Tri Dharma Perguruan Tinggi. Email: ridajuntak@yahoo.com

Presenters

THE PRESENCE OF READER ENGAGEMENT IN ARGUMENTATIVE ESSAYS: DOES IT AFFECT THE WRITING SCORE?

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Abstract: As a response to university students' struggle in building persuasive arguments, this study seeks this opportunity to give a solution to solve this continued problem. While previous studies elaborated on the way writers engage the readers, this present study aims to study further in the effect of reader engagement on argumentative essays' scores by comparing the writing score and the reader engagement found in the writings. A total of 18 essays written by first-year Indonesian undergraduate students were analyzed by drawing upon reader engagement of interactional meta discourse as the analytical framework. The results indicate that reader engagement contributes positively to argumentative essays' score. However, while the number of reader engagement does affect the essay's scores, it reveals that the way the students use this resource effectively matters. Students with higher proficiency in English are able to use reader engagement more effectively and appropriately than those with lower proficiency in English. Furthermore, the students here still struggle in using reader engagement to convince the readers. Our study suggests that reader engagement should be taught explicitly in tertiary program since it enables students to create more convincing arguments in English academic writings, specifically argumentative essays. Implications for pedagogy and future research are discussed further.

Keyword: *Academic writing, EFL, Meta discourse, Reader engagement*

INTRODUCTION

Argumentative essay is an important type of writings for university students. This type of writing deals with persuasion. It aims to convince the readers about the correctness of the writer's arguments in the essays (Hyland, 1990). However, many university students tend to have difficulties in building a persuasive argument. One way to solve the problem is by including a linguistic feature to persuade the readers. Hyland (2005) proposed that reader engagement can help writers to build writer-reader relationship to be able to convince the readers. He defines reader engagement as a linguistic feature to mention, attract, and guide the readers in the discourse. This linguistic feature consists of five elements: reader pronoun, personal asides, appeals to shared knowledge, directives, and questions. First, reader pronouns are used to explicitly mention the readers in the text to recognize them as active participants (e.g., *we, you*). Second, personal asides are the writer's comments in the text to maintain writer-reader relationship (e.g., *a university—as I believed as the place to study—has been used to ...*). Third, appeals to shared knowledge bring the readers into the same knowledge with the writer (e.g., *surely, of course*). Fourth, directives inform the readers to act determined by the writer (e.g., *ask yourself, see table 1*). Last, questions are intended to arouse the readers' curiosity in the text (e.g., *do you believe it?*). Furthermore, prior studies (Handayani et al., 2020; Jiang & Ma, 2018; Ramoroka, 2017) reported that this reader engagement is an essential aspect to build persuasive arguments.

Reader engagement has been a research interest in past years. Ho & Li (2018) studied the use of meta discourse in undergraduate argumentative essays. They found that the smaller number of reader engagement in highest-rated essays than in low-rated ones. However, it was found that the larger number of reader engagement in low-rated essays was the result of using it repeatedly in the writings. In 2019, Shahriari & Shadloo continued to study on this topic. Their results show that the highest number of reader engagement does not coincide with the improved quality of the essays. In 2020, Handayani et al. investigated the similar topic and found that reader engagement barely affected the students' writing score. However, this finding is somehow arguable since some students were found to have improved score when they use reader engagement frequently and effectively. In the same year, Loghmani et al., (2020) examined the use of reader engagement in discussion part of doctoral dissertation and found that writers use reader engagement markers to interact with the readers to create persuasive dialogue. In 2021, Handayani explored students' beliefs and practices of reader engagement in research articles. Her study reported that students have positive beliefs toward reader engagement but they are typically reluctant to use this linguistic resource due to their misconception of reader engagement. They somehow view reader engagement as an informal linguistic feature that is not suitable for research articles.

Considering the similar results of the previous studies, this present study aims to prove a similar case with different research methods and participants. It explores how reader engagement affects EFL argumentative essays' scores, qualitatively and quantitatively.

METHODS

Data Collection

We conducted this study in an essay writing class in one Indonesian university. The students have 8 meetings to learn argumentative essay. The meetings consist of teacher's explanation, students' peer assessment, and students' revising their writing. Furthermore, the exposure of reader engagement concept in this class is limited since the teacher explains its concept and use in argumentative essays implicitly. In the eighth meeting, the students were given a task to write an argumentative essay. The students need to submit their essays to the instructor via email. The essays are about 700-900 words. The suggested time for completing the essay is a week (a task-home task) following this writing prompt:

Write an **argumentative essay** with topic of recent educational issues. Your essay should consist of **five paragraphs** consisting of **700- 900 words**. You should **consult** your draft to your teacher **once**. You should **finish** writing and revising your essay within **a week**. Your writing will be evaluated based on the introduction, main points, conclusion, organization, mechanics and style, and work cited page.

There were 18 essays in total submitted in this class. The instructor then scored the essay based on the argumentative scoring rubric. We ranked the writings based on the scores and classified the writings into two categories: 9 highest-rated essays (henceforth HRE) and 9 lowest-rated essays (LRE). We then analyzed and counted the reader engagement in each drawing upon five elements of reader engagement. Then, we selected 2 writings representing the high reader engagement and the other two representing low reader engagement students and interviewed the writers. We also conducted an interview with the instructor to gain more

accurate information. We provided the research consent form—elaborating the purpose of the study, how the data were used, etc.—before the interview began. The interview was conducted in about 10 minutes for each participant. It was undertaken in a quiet room in the university or nearby coffee according to the participants’ preference.

Data Analysis

We analyzed our data qualitatively and quantitatively. In the qualitative data analysis, we analyzed the reader engagement in each writing manually. We highlighted, coded, and labeled the expression representing reader engagement. Two raters were performed to maintain its reliability. Extract 1 is a sample from the analysis.

Extract 1(only the reader engagement was coded)

Look around you (*Directive*). There must be at least one interreligious couple which hesitant to continue their relationship to the marriage. It’s ironic since they love each other but the society kind of stops them to do so. (Essay 1)

After we analyzed the reader engagement in all writings, we counted the reader engagement found for each one. We, then, compared the reader engagement found and the writing scores to find the contribution of reader engagement in writing scores, qualitatively. Furthermore, to come up with a more accurate result, we also analyzed the data quantitatively using SPSS statistics 24. Rank Spearman analysis was run to find the correlation between the essay score and the number of reader engagement found in the writing.

The data which was in the form of interview transcript were also analyzed under the five elements of reader engagement. We confirmed the result with the participants first before drawing the conclusion to avoid misinterpretation. The result of this data analysis was used to support the first data source, to give confirmation and additional information.

RESULTS

Qualitative Analysis

In this first section, we present our finding based the qualitative analysis. We gain the result from the writing analysis, students’ interviews, and also the instructor’s interview. Here we put the students’ scores and the reader engagement found onto table 1 to make the interpretation easier.

Table 1 the students’ writing score and the number of reader engagement found in each essay

No.	Essay’s category	Writing’s score (point)	Number of reader engagement found	Total of reader engagement
1.	HRE-1	92	9	122
2.	HRE-2	91	20	
3.	HRE-3	88	17	
4.	HRE-4	88	5	
5.	HRE-5	85	15	
6.	HRE-6	85	9	
7.	HRE-7	85	21	
8.	HRE-8	84	15	

9.	HRE-9	75	11	
10.	LRE-1	69	16	
11.	LRE-2	65	8	
12.	LRE-3	65	8	
13.	LRE-4	65	2	
14.	LRE-5	64	9	78
15.	LRE-6	64	1	
16.	LRE-7	64	12	
17.	LRE-8	61	21	
18.	LRE-9	60	1	

Table 1 presents the students' writing scores and the reader engagement found in their writings. High-rated essays, in total, express 122 reader engagement markers. The students are aware of the importance to include their readers in the writings. They said that it is important to consider the readers in writing texts. They said that it is important to engage the readers, but the instructor often prohibited it. It may happen due to the teacher's misconception that reader engagement, specifically reader pronoun *we*, brings informality to the text.

Excerpt 1: "The instructor usually ... I am used to use *we*, but the instructor prohibits it, so my arguments should be neutral. For example, "our religion is usually influenced by our parents" is not permitted. It should be *religions can be influenced by parents*". [Student 1-HRE]

Looking at the frequency of reader engagement found in high-rated essays, it seems that the students still used reader engagement despite the instructor's prohibition. The student confessed that she considered her readers when she wrote her essays. However, another student said that she followed her instructor. She limits her reader engagement in her essay.

Excerpt 2: "Yes (there is a change in writing style based on the readers)". I still used it in my writings because I think this is the right thing to do [Student 2-HRE]

Excerpt 3: "The instructor prohibits us to use *we*. She said that you can't use personal judgment in your writing, so I didn't use it" [Student 1-HRE]

The high frequency of reader engagement in high-rated essays may also be caused by the instructor's teaching on how to use reader engagement such as questions and directives, though implicitly. Furthermore, the students with high-rated essays seem to be more aware of the readers' presence. They consider who their readers are before deciding the writing style they use.

Excerpt 4: "If it is argumentative essay... I did not give a specific time to learn it (reader engagement). But, when we read a text—usually I emphasize on who are your readers first—there is usually a reader engagement and I discuss it with them (the students) when I give them a feedback. Why there should be *you* here, why there should not be there, that should be consistent (in using pronoun *you*). If the students want to engage the readers, they should do it consistently. There is no specific time (in learning reader engagement), we just take it from the samples". [Instructor]

Excerpt 5: "Yes (Considering the readers)" [Student 1-HRE]

Table 1 shows that there is less reader engagement found in low-rated essays than in high-rated ones. It shows that 78 reader engagement markers found. However, some students with low-rated essays expressed high frequency of reader engagement. For example, a student (LRE-8) expressed 21 reader engagement markers in her essays. She said that it was important to interact with the readers in her essay.

Excerpt 6: “Because ... for example, we write some “hot” news, it is only use who knew the issues, but the readers did. Although it is just a little, they felt or knew about the issues, so we interact. If the readers do not know, they will think *so, that's it.*” [Student 3-LRE]

Another case happens for another student with low-rated essays (LRE-8). In his essay, there is only one reader engagement marker, appeals to shared knowledge. He believed that it is important to have interaction with the readers, but he did not use it in his essay. He said that his reader, which is his instructor, prefer neutral and formal writing. Thus, he decided not to use many reader engagement markers in his writing.

Excerpt 7: “Because the essay is read by us only, but the instructor does. The instructor may even ask others to read it. Therefore, we should involve the readers in our writings.” [Student 4-LRE]

Excerpt 8: “Yes. Also, the instructor says that we cannot use *we*. The essay cannot be our personal opinion.” [Student 4-LRE]

The results show that reader engagement highly affects the success of arousing readers' interest in the topic of the argumentative essays. It is one of important points in the introduction parts (see appendix 1). It surely gives several points to the students' score if the students successfully engage the readers. Furthermore, the instructor said that reader reader engagement is needed in the hook of argumentative essays. Thus, of course, the students are demanded to engage the readers.

Excerpt 9: “Yes if it is about writer's involvement. Usually I also use it, my position and your position. Then, if it is an argumentative essay, it is allowed to use *you*, but it should be consistent. It really attracts, from the beginning, it is *you, you can* That is the involvement. That is already a high involvement because it uses *you*. It is allowed, but it should be consistent. However, if the beginning uses it, but the end does not, it is strange. That is the first one. The second one is about hook. It is usually in hook, at the beginning paragraphs, the positions are The involvement is done by bringing the readers in a situation in which they simultaneously think about the topic. “[Instructor]

The high-rated essays show high frequency of reader engagement in the introduction. When the introduction successfully attracts the readers' interest, it surely plays an important part to successful persuasion. Furthermore, they also express varied reader engagement in the writings which makes it more persuasive. Extract 2 and 3 are the data gotten from high-rated essays which has high points for the introduction parts.

Extract 2 (only the reader engagement is coded)

Lots of people think that study abroad is an achievement in someone's education. It is indeed something that not everybody can get. While some students were trying to get it, some of them could dream about it. The purpose of study abroad is mainly to learn about their language and cultures. But, **is studying abroad really necessary for students?** (*Question*) **In reality** (*Appeals to shared knowledge*), the benefits of studying abroad are nearly the same as domestic studies, and both of them have the same importance in the form of education. **It is not true** (*Appeals to shared knowledge*) if

people say that studying abroad has better impacts, and the students will gain a lot more knowledge than domestic studies, and people also think that there are more experiences gained when **we** (*Reader pronoun*) talked with a foreigner directly than watching some English videos on YouTube. (HRE-3)

Extract 3 (only the reader engagement is coded)

Is it a good idea to introduce a mobile phone to children at an early age? (*Question*) Nowadays, in this modern world, the mobile phone became one of the basic human needs. People highly became addictive to a mobile phone, and it becomes an essential commodity in many sectors, such as personal communication, business, education, etc. Children, teenagers, and adults use mobile phones in their daily life, whether for entertainment, seeking information, or communication. Despite the positive impact of the mobile phone, it also has negative effects. Therefore, before introducing mobile phones to children, **we** (*Reader pronoun*) **have to** know (*Directive*) that mobile phone has negative impacts on children in terms of health, social life, and safety. (HRE-5)

Both HRE-3 and HRE-5 contains 3 kinds of reader engagement. HRE-3 has questions, appeals to shared knowledge, and reader pronoun. Meanwhile, HRE-5 has questions, reader pronoun, and directives. These introduction parts successfully engage the readers that it is able to attract the readers' interest in the topic. In contrast, low-rated essays do not really engage the readers, specifically in the introduction part. Extract 4 shows the data of a low-rated essay which has low point for the introduction part.

Extract 4 (only the reader engagement is coded)

Vape has been perceived as a new technology that has already decreased the consumption of traditional cigarettes and increase attempts at smoking cessation and that could reduce the 6 million yearly deaths worldwide attributed conventional cigarette smoking (Vandrevala, Tushna, Coyle, Adrian, Walker, Victoria, Torres, Ordon, Izobel, Rahman, Panna. 2017). Lots of people think that vape is more dangerous because it's produced so many clouds. Even more, vape can help people who want to get free from nicotine. (LRE-9)

In contrast to extract 2 and 3, extract 4 shows no reader engagement. Although the student presents background knowledge of the topic, she does not attempt to attract readers' interest by neglecting the reader engagement in her writing. Consequently, her introduction is lack of reader engagement and does not adequately attract the readers' interest. This matter surely decreases her points in the introduction part.

Quantitative Analysis

To gain a more accurate result, the Rank Spearman analysis was run using IBM SPSS Statistics 25 (N= 18). Table 2 shows the statistical result of the Rank Spearman analysis.

Table 2 The statistical result of Rank Spearman analysis

		Reader engagement	Score
Spearman's rho	Reader engagement	Correlation Coefficient	1.000
		Sig. (2-tailed)	.
		N	18
Score	Score	Correlation Coefficient	.334
		Sig. (2-tailed)	.176
		N	18

The results in table 2 show that there is a positive correlation between the reader engagement found in argumentative essays and the writing score (rho=0.334). It means that the higher

number of reader engagement found coincides with the higher scores of the essays. However, this correlation is not significant since Sig. (2-tailed) (0.176) is higher than alpha (0.05). In conclusion, there is no significant correlation between the reader engagement found in argumentative essays and the writing score.

DISCUSSION

The result proves that the use of reader engagement surely affects the students' writing scores. It shows that there is more reader engagement found in high-rated essays and low-rated ones. Also, the statistical analysis had given additional proof that there is a positive correlation between the number of reader engagement used and the writing scores. This finding indicates that the use of reader engagement is affected by the students' proficiency and confidence in their arguments. It is comparable to Lee & Deakin's (2016) finding. Their study reported that high-rated L1 students used more reader engagement than high-rated and low-rated ESL students. They found that those advanced L1 students have more confidence in writing in their own language than the other groups in foreign language.

However, on the contrary, this finding opposes Ho & Li's (2018) and Shahriari & Shadloo's (2019) findings. Their studies reported that low-rated essays expressed more reader engagement than high-rated ones. This difference is caused by the teaching learning process of argumentative essays. In both Ho & Li's (2018) and Shahriari & Shadloo's (2019) studies, the students barely received any teaching on reader engagement while in this present study, the instructor did teach them reader engagement, implicitly. Thus, the students with high-rated essays, the ones with approximately better proficiency, used these linguistic resources since it was taught by their instructor. Also, how they engage the readers were included in scoring rubric, so they surely paid more attention to this aspect to gain better score. The students with low-rated essays probably ignored the scoring rubric and wrote as they like.

This present study gave an empirical proof on the positive effect of using reader engagement in the essay quality and score. Both the students and the instructor in this study were well aware of the importance of reader engagement. However, it seems that the instructor gave an unclear, misleading instruction which resulted in the students' misunderstanding of reader engagement. The instructor needs to be more careful in giving instruction since the students would follow it despite the correctness of the instruction. Also, the instructor needs to gain more insights of reader engagement and persuasion since it is an important part in persuasive writings. It seems that the misleading instruction was partly caused by the lack of insight in reader engagement.

In addition, the students here had insufficient knowledge about reader engagement. We can see that when we mentioned reader engagement, the things came up was only pronoun *we*, *you*, and personal judgments. However, reader engagement is not only reader pronoun and personal judgments. It proves that the students still need more insights and guidance on what reader engagement means. The students still had vague ideas about reader engagement. It should be the instructor's job to give them more insights.

Finally, we can see that EFL Indonesian undergraduate students have awareness toward reader engagement in argumentative essays. However, their awareness should be accompanied by a sufficient insight on how to use it effectively as the results show that the

students often used it monotonously and grammatically incorrect. It surely decreases the writing quality and score when they use high number of reader engagement but in stylistic and grammatical incorrect.

CONCLUSION

To conclude, this study proved, both qualitatively and quantitatively, that the higher number of reader engagement in argumentative essays coincides with the improved quality and score of the writings. However, several students, still, use reader engagement ineffectively which can be seen from the monotonous and grammatically incorrect of using this resource. Thus, our suggestion is that it might be worthwhile for the instructor to give clear explanation on the importance of reader engagement, writing instruction, and using reader engagement resources appropriately and effectively to improve the students' writing quality.

We conducted this study with small data due to various reasons. Further studies may use larger data and multiple data sources to gain a more accurate result. Also, we only analyzed a small part of meta discourse, so it may also worthwhile to conduct studies on the other elements of meta discourse in argumentative essays to enrich the researches in meta discourse and persuasion. Finally, we hope that the result of our study can give additional insights in English language teaching and learning to produce better and more convincing English academic writings.

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AN ERROR ANALYSIS ON STUDENTS' INSTAGRAM CAPTION WRITING

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Abstract: This study focuses on Instagram captions. This paper aims to find out the kinds of errors which occur on the Instagram captions written by the twelfth grade of a private school in East Jakarta. In analyzing the data, the researchers employed an error analysis. The data consisted of six captions with culture topics. Each caption was written by each student. It consisted of inversion, phrasal verbs and vocabulary which were learned in their class. The findings show that there are several errors which are classified into two main categories; linguistic aspect and mechanics. In the linguistic aspect, the errors are grammatical errors (subject-verb agreement, and verb forms), objects, prepositions, and others (the use of adjectives, determiners, articles, relative clauses and inversion). In mechanics, the errors found are sentence writing, diction, and punctuation.

Keywords: error analysis, Instagram captions, linguistics aspects, mechanics

INTRODUCTION

Apparently, social media like Instagram is a part of people's life. Instagram is the second most widely used social media platform in the United States (US: Perrin & Anderson, 2019 as cited in Carpenter, et.al., 2020), and the fourth most used in the world (Statista, 2022). Instagram, which was created in 2010, is an application to share photos and videos (Carpenter, et.al., 2020). It provides the users to upload posts, stories, reels or even live options in multiple filters and effects. The users are also able to give comments and send messages to the people who post them, the people can also reply to them. Given its function, design and popularity, Instagram is also used in the English education field. Based on several studies, Instagram is beneficial for the students in their process of learning English. Based on the research, the use of Instagram increases students' motivation and increase their English competence skill (Pujiati et.al., 2019, Zarei & Rudravarapu, 2019, Atila & Irnanda, 2021), Instagram helps the students to understand several tenses and to gain more confidence in writing (Bestari et al., 2020). It is also supported by Erarslan (2019) who states that Instagram can be used to enhance language learning in formal education. Meanwhile, Instagram give several benefits in education (Manca & Maria, 2016).

Regarding the English education field, Instagram could be the media to practice the students' English skills including writing, speaking, reading and listening; depending on the learning purpose and goal. One of the tasks given is that the students could be asked to upload a caption based on the topic given. In the caption, the users could express their feeling and creativity through their writing. Moreover, writing captions on Instagram helps students improve their writing skill (Insani, 2020; Gunantar and Transinata, 2019; Nurdiansyah and Abdurahman, 2020). However, even though the students have passed several writing processes, the error in their captions is sometimes unavoidable as writing is the most difficult skill. Nunan (1989) as cited in Yuliah et al. (2020), "writing is an extremely difficult

cognitive activity which requires the learner to have control over various factors”. Therefore, the researchers are interested in conducting a research on the error analysis on students’ Instagram caption writing.

Crystal (1987) as cited by Yuliah et al. (2020) that “error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics”. Therefore, by conducting an error analysis, the researchers are able to find the kinds of error occurring in the analyzed data so it can give implications for several related fields.

In relation to error analysis on Instagram caption, there are several studies conducted. Novitasari (2018) analyzed captions posted on Instagram. The participants were college students of a university English department. The errors found are active-passive sentences, preposition, adverb clause, subject-verb agreement, plural-singular marking, and tenses. Meanwhile, Yuliah, et al. (2020) analyzed Instagram captions written in Eigerindo’s Instagram account. They found that the errors are on subject-verb agreement, sentence fragment, spelling, parallelism, preposition, and passive voice. Moreover, Hidayah (2020) studied tenth grade students’ Instagram captions and the result showed that the errors occur on grammar, mechanics, punctuation, capitalization, and spelling. However, from all of the research, the participants were not asked to use certain grammar, phrasal verbs and vocabulary.

Therefore, based on the review of the literature above, this study attempts to fill the gap; the captions consist of the given grammar (inversion), phrasal verbs and vocabulary. For the result, the students were asked to write a caption based on the task given by the teacher including the inversion, phrasal verbs and vocabulary after joining two meetings. Another gap is that the present study analyzes the twelfth-grade students of a private school in East Jakarta since there is no error analysis study whose participants are the students mentioned. Moreover, it is known that twelfth grade is the last grade of senior high school before college. It means that the students have learned almost all English materials in senior high school and they are supposed to be ready to study in colleges. Therefore, in this research, the researchers aim a research question: what are the errors which occur in the students’ Instagram captions?

METHODS

This research employed descriptive qualitative research which involved students in Grade XII academic year 2021/2022 from one of the private high schools in East Jakarta as the research participants. In this research, one of the researchers was the teacher who assigned the task and observed the task completion process thoroughly.

The data was obtained from a task given to the students in the first semester in 2021. There were 15 students in the class which consisted of varied English levels. Regarding the task, the students were creating a caption. Writing caption is taught in Grade XII as it is written in Basic Competency 3.3 in the Curriculum-13 (K-13) syllabus.

It needed four meeting classes to complete the task. The duration of each meeting was 100 minutes, so the students needed around seven hours in total to work on the task. In the first two meetings, the students learned the components included in the work. The meetings were done remotely through Zoom. They learned vocabulary, phrasal verbs, and inversion based on the learning book (National Geographic Learning C2 Students' Book).

In the third meeting the students learned the caption structure and the teacher explained the instruction including the theme. After that, the students started to work on the task. The students were expected to write a caption about culture by applying vocabulary, phrasal verbs and inversion rules they learned in the English lesson). The students had a week to compose the caption and choose the appropriate image related to the theme given. However, during this week, the students did not consult their writing/ draft since the teacher would like to know their writing qualities specifically in the grammatical aspects and the vocabulary.

In the final meeting, the students posted the image and the caption on Instagram. Then, the teacher checked the students' writing on their Instagram account and analyzed the errors on their writing. Here is the process of assigning the task.

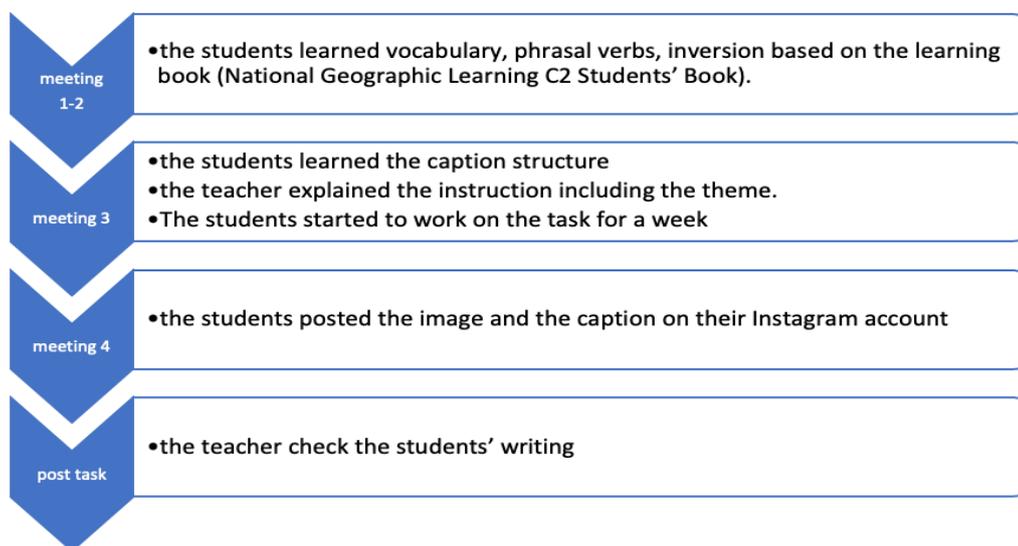


Chart 1. Assigning the Task Process

In the data selection process, the researchers found that not all captions could be analyzed. It was because some captions were not in accordance with the requirement in terms of the vocabulary and grammatical aspects. The length of the caption also became one of the criteria in selecting the data. Some captions were written shortly even though it was already mentioned in the instruction that the students should write at least 100 words. Due to the inappropriate number of the words in the captions, some students did not include all the grammatical aspects and vocabulary as being taught in the first meetings. Those were the reasons why there were only six captions out of 15 which could be analyzed by the researchers.

In analyzing the data, an error analysis was employed in this study to analyze the sentence structure of the caption written by students. This can help researchers understand the

cognitive processes the learner is using, and help teachers decide which might be targeted for correction (Corder, 1967). Later, it is also helpful for the students in constructing a sentence especially in creating the caption. Corder (1967) explains that error analysis can deal effectively only with students' production; speaking or sentences, not with learner reception; reading and listening. It is in line with the objective of this study to uncover the errors occurring in language construction made by the students, especially in writing the caption.

Analyzing the errors in each caption, the researchers divided each caption into six titles with a different number of utterances. The details are in the following table.

Table 1. Instagram Post's Theme and the Number Utterances

Data	Titles	Number of utterances in the caption
1	Responsibility	24
2	The Last Lost Kingdom of Mustang in Nepal	18
3	Tari Topeng Menor	22
4	Tari Topeng Cirebon	7
5	Living in Mentawai	12
6	Makepung: the Buffalo Racing	13

The classification of each caption into several utterances was based on the clauses in each caption and it was to help the researcher to analyze the errors. Gass and Selinker (2008) mentioned that there were several steps taken in conducting an error analysis. The steps were identification of errors, classification of errors, explanation of errors, and evaluation of errors. These steps were also in accordance with the error analyzing steps proposed by Ellis and Barkhuizen (2005).

RESULTS AND DISCUSSION

The researchers found there were 93 errors in the caption written by the students. The errors have been classified into two main categories, namely linguistics aspects and mechanics. The linguistics aspects covered the verb, object, preposition, and other linguistic components. The mechanics included the sentence writing, punctuation, and the word choice (diction).

Table 2. Errors Categories

Category	No	Types of error	Details
Linguistics aspect	1	Grammatical error	Sentence structure (subject - verb agreement), verb form, linking verb.
	2	Object	Noun, plural and singular rule
	3	preposition	The use of preposition: by or with, to

	4	others	The use adjective, determiner, article, relative clause, expression (inversion),
Mechanics	5	Sentence writing	Direct speech, topic writing
	6	diction	Inappropriate word
	7	punctuation	The use of comma in sentence and other

Linguistics Aspects

Linguistics aspects in sentences are considered as the core of the sentences since it is the foundation to construct the sentence. According to Alufohai (2016) in Bestari, et al. (2020) mentioned grammar at the sentence level is fundamental for the writing of composition in the English language. Since there are many rules in grammar, for instance articles, parts of speech, sentence patterns, and tenses, the researchers also found the other grammatical errors which frequently appeared, such as the use of the object in the sentence.

Grammatical Errors

In the linguistic aspects, the most common error found in the caption is in the grammatical error (subject-verb agreement and verb). Even though the students were taught several grammar topics that were inversion, phrasal verbs, and also vocabulary related to preserving culture before creating the caption, the most common errors found was subject-verb agreement.

Subject-Verb Agreement

Subject-verb agreement is a relationship between the subject and the verb in a sentence (Fromkin, Blair & Collins, 2000). Here is an example of the use of the verbs of certain tenses in some clauses.

(2) *When the beauty of our exotic cultures **dawn** on young people, ...*

Correction:

*When the beauty of our exotic culture **dawns** on young people, ...*

In the utterance above, the subject “the beauty of ...” is a singular noun. Since the context is in present tense, the verb “dawn” should be added affix ‘-s’ and become “dawns”. The errors were also found in the use of other tenses, such as present perfect tense. The use of tenses was not only incorrectly used in some simple sentences, but also in some compound and complex sentences. The parallel construction was needed in this case. The errors also appear in a study conducted by Novitasari (2018). In the research, it shows that subject-verb agreement error is the most frequent error. Moreover, research conducted by Yuliah et.al. (2020) and Yunita (2018) also prove that most of the participants’ frequent error is on subject-verb agreement.

Verb Forms

A verb is defined as a word which shows what the subject is doing. In this research, there are several errors found, here is an example.

(42) *When it **down** on them, they **headed** off to the place and the cultured can be protect with many people **who interested** ...*

Correction:

*When it is **passed down** to them, they **head** off to the place, and the culture can be protected/ preserved by many people **who are interested** ... (present tense)*

From the data, it indicates that the student used past tense instead of present tense even though the sentence states a fact of certain culture. Besides, the researchers could see the students' attempts in creating an interesting and engaging caption. They tried to put some clauses in the sentence in order to create complex sentences. However, some clauses in the complex sentences were not coherently connected. The researchers found that in the connected clauses, the students still had difficulties in constructing the relative and noun clauses. Similarly, the verb forms error also appears on Christanti (2020) study as English is a foreign language for the participants.

Object

The second error category made by the students in linguistics is the sentence object. There is a student who uses an adjective as the object, which is supposed to be a noun.

(47) *And more importantly to protect the beautiful cultured from extinct.*

Correction:

And more importantly to protect the beautiful culture from extinct.

In this case, the underlined phrase is a noun phrase which has a role as the object of the sentence. Therefore, the word 'cultured' (adjective) is supposed to be 'culture' (noun) so the word 'the beautiful' (adjective) explains the 'culture' (noun). Thus, it also becomes an appropriate noun phrase, which consists of determiner (the), adjective (beautiful), and noun (culture). The similar result is shown in Christanti (2020) whose research proves that the students' error is in nouns. The word 'cultured' in the students' caption is in the vocabulary list that they have to use in their caption. Therefore, the students prefer to use this word than to use 'culture'.

Preposition

The errors in using prepositions appropriately are also made by the students as the example:

(42) *When it down on them, they headed off to the place and the cultured can be protect **with** many people who interested.*

Correction:

*When it down on them, they headed off to the place and the cultured can be protect **by** many people who interested.*

In the utterance, the student uses 'with' as it means 'dengan' in Bahasa Indonesia so the use of preposition in this case is influenced by the student's daily language; Bahasa Indonesia. However, it is supposed to be 'by' because there is a passive voice 'can be protected' as the verb before it. Based on Novitasari (2018) and Yuliah et.al. (2020), the participants' error is also on prepositions.

Others

This category includes inversion, relative clause, determiner, and possessive pronoun. The following is an example of an error occurs in inversion. .

*(4) Yet, **little they know** about an important culture which has started and is still fading from this country until this very second.*

Correction:

*(4) Yet, **little did they know** about an important culture which has started and is still fading from this country until this very second.*

The student made an error on inversion in this utterance even though inversion has been learned in the same Basic Competency. When we reverse (invert) the normal word order of a structure, we produce inversion (Bandis & Shotton, 2018). In this utterance, the student did not fully reverse the word order as the student missed the auxiliary verb 'did'. This type of omission also appeared in a study conducted by Kadiatmaja (2021). According to his study, omission is the most frequent error occurring in inverted sentences.

Mechanics

Besides the linguistics aspects, the mechanical errors were also found in the captions. Cowan and Cowan (1980: 676) state that mechanics are rules that standardize certain things in writing. They are simply conventions that standardize things like capitalization, punctuations, spelling, etc. Not only related to the sentence writing, in this research the mechanical errors were also found from the word choices.

Diction

Writing is related to words and vocabulary. The selection of an appropriate word choice is necessary in order to make sophisticated and proper writings. It also helps the writer to convey the intended meaning.

In this category, the students frequently made some errors in diction. Some words were not suitable for certain contexts. The problems were in writing an English caption, the students were using Indonesian sentence structure and then they translated it into English. As a result, some words were not suitable in English structure contexts. The following is an example.

(69) *Some of the artists from Cirebon tried to **defend** tari topeng from extinct.*

Correction:

*Some of the artists from Cirebon tried to **preserve** tari topeng from extinct.*

In Bahasa Indonesia, both words, 'defend' and 'preserve', refer to 'mempertahankan'. However, the student used 'defend' instead of 'preserve' as in English, 'defend' means to protect someone or something against attack criticism (Cambridge Online Dictionary). However, unlike the findings of Christanti (2020), it is mentioned that the most errors were due to the class of words, for example: life VS live.

This research's findings were also supported by Hamzah's (2012) work. In his findings, errors concerning the choice of a word were considerably frequent. The participant in his study found it difficult to select proper diction and morphemes. He also mentioned that the inappropriately selected diction affected a distraction and the meaning of the utterances.

Sentence Writing

In sentence structure, the researchers find that there is a student who several times made the same errors in writing Bahasa Indonesia terms as in the following example.

(67) ***Tari topeng** developed in the 10th century to 16 over time, this dance spread to several areas in West Java, one of which is Cirebon.*

(69) *Some of the artists from Cirebon tried to defend **tari topeng** from extinct.*

Correction:

***Tari Topeng/Topeng Dance** developed in the 10th century to 16 over time, this dance spread to several areas in West Java, one of which is Cirebon.*

*Some of the artists from Cirebon tried to defend **Tari Topeng/Topeng Dance** from extinct.*

The utterances show that the student directly applied the Bahasa Indonesia term, *tari topeng*, to English. The student is supposed to use the capital letter 'T' for 't' in 'tari' and 'topeng' so it becomes 'Tari Topeng'. Another appropriate word to use is by replacing 'tari' with 'dance' as 'tari' means 'dance' in English so it becomes 'Topeng Dance'.

The capitalization error was also found in Christanti's research (2020). In her research, the errors on capitalization were the most common error done by the students. If in this research, the error of the capitalization was in writing Indonesian terms, in Christanti's works, the error in capitalization was the use of lower-case letters for the first word of a sentence and proper nouns. The students frequently forget to capitalize the first word at the beginning of a sentence.

Punctuation

The researchers found that the most frequent error on punctuation is the use of comma (,).

(42) Inside the kingdom of Mustang there are three main gompas inside the walled city of Lo Manthang and one of the gompa called Thubchen gompa.

Correction:

(42) Inside the kingdom of Mustang, there are three main gompas inside the walled city of Lo Manthang and one of the gompa called Thubchen gompa.

In the mechanics analysis, the most common mistakes that the students made was error in punctuation. This result was in line with a research conducted by Hidayah (2020) where most of the mechanical errors on caption writing were found in the punctuation as many as 73 errors from a total of errors (242 errors).

However, in mechanic analysis, there were not any errors in spelling. Unlike in Yuliah, et al. (2020), in their research, it was found that the number of errors in spelling was slightly high, especially the spelling of the verbs due to the way of pronouncing the verbs. For the participants, sometimes it was quite hard to write words in English since it was not their first language.

Implications

In assigning the task in utilizing technology, in this case, Instagram in the language learning, the students should comprehend several linguistic components of the target language (English). Even though the students had been taught several topics, such phrasal verbs, inversions, and several vocabularies related the theme of the Instagram post, the students were needed to learn other linguistics components as a foundation in constructing sentences, such as S-V agreement, and the use of clauses in compound-complex sentences. Maolida dan Purnamasari (2020) on their research mentioned that even though their students were already in the higher education level specifically in the English education study program, they also faced the same obstacles in writing the caption that was grammatical constraint. It was because English was not the native language of the students.

A previous study on Instagram posts as a part of extended writing subject for university students conducted by Bestari et al. (2020) stated that learning English through writing captions could enhance the students' English proficiency. Specifically, the students obtained grammatical understanding, confidence in writing, and vocabulary improvement. Moreover, this activity got the students used to writing Instagram captions in English, and made this as a daily habit. Maolida dan Purnamasari (2020) on their research also mentioned that the caption writing gave the students a stimulus to write and motivated the students to create effective, interesting, and memorable English captions. This exercise could enrich the students' vocabulary and dictions.

Therefore, this research could be beneficial for English educators as there will be more English educators who use Instagram in the English learning process and more English educators could be more aware of the students' errors in their Instagram caption by reading this research.

CONCLUSION

Along with technology development, social media has been part of people's lives. Due to its significant role, social media is not only used for posting or updating news, but it is also a means to learn a language. This research employed Instagram captions to examine the students' writing skill through the types of errors produced by the high school students. The researchers classified the errors into two categories, namely linguistics aspects and mechanics. The errors related to inversion, relative clause, determiner, and possessive pronoun still occurred even though it was minor. For the mechanical errors, most of the students needed to improve and expand their vocabulary since it affected the word choices (diction) and the sentence writing including the spelling and the capitalization.

In addition, even though the students had been linguistically equipped with related key points to write the caption, the students still needed to be drilled with the foundation or grammar rules in constructing sentences. It was also in line with several research studies that showed the highest frequency of the errors was the grammatical errors (S-V agreement). It was because English was not the native language of the students.

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MIKiR STRATEGY ELEVATES STUDENTS' HIGHER ORDER THINKING SKILL IN WRITING DESCRIPTIVE TEXT AT CLASS VII-C MTSN 6 PASURUAN

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Abstract: Recovering students' abilities in writing descriptive text after the learning loss period has become an essential matter to tackle. Through this Classroom Action Research (CAR), the researcher aims (1) to describe the way to apply MIKiR strategy, (2) to define the result of implementing MIKiR strategy, and (3) to portray the students' responses after getting involved in this CAR. At the end of this CAR which was done from February to April 2022, those three goals could be resolved in two cycles. In general, the final results can strengthen the research hypothesis that MIKiR strategy has a significant effect on improving students' higher order thinking skills (HOTS) in writing descriptive text. In detail, among the three successful criteria in this CAR, the first is about MIKiR strategy could be applied 100%. The second criterion about a class average score of more than 70 is successfully achieved. The last criterion about students' responses could be claimed that more than half of them are active in the learning process. In conclusion, the researcher recommends MIKiR strategy is worth to be practiced in classrooms to elevate students' HOTS. Further, doing this CAR in grade VII has a tremendous positive impact, particularly in recovering the students' motivation after suffering from the learning loss.

Keywords: *Learning loss, MIKiR strategy, HOTS, Descriptive text, CAR*

INTRODUCTION

Students' activity and their abilities to write descriptive text at class VIIc MTsN 6 Pasuruan is still relatively low. Based on the researcher's documents and observation, their attitudes, cognitive, and psychomotor aspects are still under the class Minimum Completeness Criteria or Kriteria Ketuntasan Minimal (KKM), which are 70. The main obstacle is that the teaching strategy used so far is still teacher-centered (conventional teaching style) so that shaping less active students in the learning process and further degrading their thinking skills. Several studies on efforts to improve students' writing skills have been carried out by applying particular strategies, such as using RAFT (Astuti, 2015), Guided Questions (Juleha, Romdanih, & Herlina, 2019), Video Shows (Nurrahmi & Indihadi, 2020), Mind Mapping (Siswanti, 2019), and SPARKOL & CL3 (Amaliah, 2019). Referring to these studies, teaching strategy is the most essential part to apply in order to elevate students' competence in writing descriptive text, as well as their higher order thinking skills (HOTS). Therefore, in this study, the researcher is eager to do similar research, yet with a different teaching strategy. MIKiR strategy is then considered to be used in this Classroom Action Research (CAR). This strategy is trusted able to stimulate students' activity and their HOTS in writing descriptive text.

MIKiR strategy is included in Active Learning which is initiated by the Tanoto Foundation. Theoretically, this approach is clearly explained in *Modul 1 Praktik Baik dalam*

Pembelajaran di SMP dan MTs (Tanoto, 2018). This book clarifies the concept of MIKiR strategy through 4 elements; *Mengalami* (Experiencing), *Interaksi* (Interaction), *Komunikasi* (Communication), and *Refleksi* (Reflection) (henceforth stated as MIKiR). The Experiencing element has detailed activities such as carrying out activities and or observing, experiments, and interviews during the learning process. The Interaction element means there is an exchange of ideas or ideas between two or more students, a discussion occurs, and gives each other and responds to the opinions of others. The Communication element displays an activity to convey ideas or work ideas or can also report experimental results to classmates or to other groups. The last element is Interaction which contains activities to review the learning experiences that have been passed and take some lessons learned for the future learning process.

This strategy has been widely practiced and disseminated by educators and schools in various regions. The latest data in 2021 show that there are 13 teacher training institutions and 1,368 schools in Indonesia that have collaborated and felt having better progress from the good practice of this approach (Tanoto, 2021). Further, the real practice of this strategy in several classrooms has been observed by Maryono & Budiono (2021). These researchers are from Jambi University and conducted research on six LPTK partner schools; SDN 47/IV Jambi City, SDN 131/IV Jambi City, SDN 76/IX Mendalo, SDN 211/IX Mendalo, SDN 236 /IX Aur Duri, and SDN 197/IX Pematang Gajah. The results indicate that those school partners successfully apply the Active Learning approach in terms of using lesson plan in accordance with MIKiR elements, using media and environment as learning resources, using student worksheets, displaying student work, arranging student desks and chairs, the teacher's role as a facilitator, and evaluation. Based on these references, this research is then attempting to apply the same strategy as the independent variable.

Due to the insight above, the objectives of this research are describing the way to apply MIKiR strategy to elevate HOTS students in composing descriptive text at class VII-C MTsN 6 Pasuruan, (2) defining the results of MIKiR strategy implementation to elevate HOTS students in composing descriptive text at class VII-C MTsN 6 Pasuruan, and portraying students' responses after getting involved in this research. The hypothesis of this CAR is that MIKiR strategy has a significant effect on students' HOTS in composing descriptive text.

The scope of the material is about descriptive text in accordance with the basic competencies and subject matter stated in *Model Silabus Mata Pelajaran Sekolah Menengah Pertama/Madrasah Tsanawiyah (SMP/MTs), Mata Pelajaran: Bahasa Inggris* (Kemdikbud, 2017) for class VII. The MIKiR strategy in this CAR is applied to 2 cycles. Cycle 1 was carried out in February 2022, while cycle 2 was carried out in March 2022. The research subjects were 31 students in class VII-C MTsN 6 Pasuruan in the academic year 2021-2022.

METHODS

Research Procedure

This research is classroom action research or CAR that was conducted in three months (February-April 2022) in the even semester of the academic year 2021-2022 at class VII-C MTsN 6 Pasuruan. The CAR model refers to Kemmis & Taggart (1988) that each cycle

consists of four steps: (1) Planning, which means formulating problems, determining research objectives and methods, and preparing the instruments, (2) Action means carrying out an effort to change teaching and learning condition towards a better result, (3) Observation, carrying out systematically to observe the process and results or impact of the actions, and the last, and (4) reflection, means reviewing and considering the results or impacts of actions taken, which is planned to take place in two cycles. The first 2 months are for applying MIKiR strategy in cycles 1 and 2 in the real classroom, while the last 1 month is used to report the result. Cycle 1 was carried out in three meetings (during February-March 2022) and cycle 2 (during March-April 2022) was carried out in the same number of meetings. The results from cycle 1 become findings and evaluations for improvement in cycle 2.

Data Collection Techniques

There are 3 kinds of data needed in this research. The first data is collected from the observation sheets. They are used to explain how MIKiR strategy is stated in lesson plans and how to practice it in the classroom. The second data performs students' learning outcomes. The data is gathered from the students' written tests and performance assessments. The results portray students' HOTS improvement. The last data which is provided in form of a questionnaire sheet is directed to show the students' responses to MIKiR strategy implementation.

Data Analysis Technique

All the data gained from cycles 1 and 2, both qualitative (non-test) and quantitative (test) data are then discussed and analyzed descriptively to answer the predetermined research goals. The first goal describes the researcher's activities and his students' activities during the teaching and learning process. The second goal clarifies the impact of MIKiR strategy on the students' HOTS based on the results of quiz/test and performance assessment. The last goal defines all the students' responses after engaging in the learning process in cycles 1 and 2.

RESULTS

Cycle 1

Experiencing

In this activity phase, students were given a Student Worksheet 1 (henceforward named LKPD). This LKPD is designed to give the students new experience in observing and identifying three different descriptive texts. The Venn diagram in this LKPD is aimed to ease the students in comparing the similarities and differences between the three texts. These texts are about a person (My Best Friend Cassandra), a thing (My Black Peci), and an animal (Rabbit).

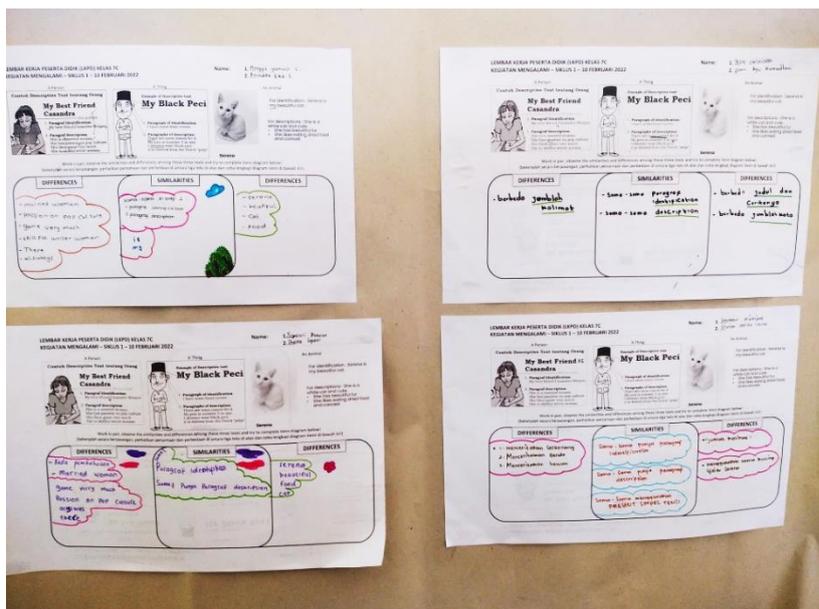


Figure 1 The Result of LKPD 1 in Cycle 1

The results of this LKPD depict that the students finally could find some similarities and differences between the three texts. However, in the beginning, the majority of students had difficulty writing down some similarities. Yet, they could find it easier to identify some of the differences because of the existence of images next to each text. Therefore, to help the students, the researcher then gave them a re-explanation of the instructions.

Interaction

Implicitly, this Interaction element integrates with the Experience element through LKPD 1. The students are ordered to interact with their classmates (in pairs). This LKPD is then displayed on the classroom wall.

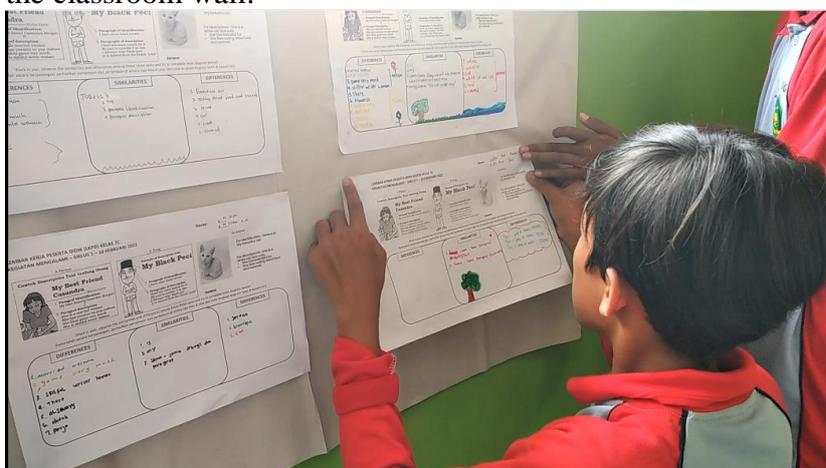


Figure 2 Displaying LKPD 1 in Cycle 1

After displaying LKPD 1, the students build collaboration in groups of 4-5. In this activity phase, LKPD 2 is aimed to step to the next element; the Communication element. The following is one of the group results for LKPD 2.

LEMBAR KERJA PESERTA DIDIK (LKPD) KELAS 7C
KEGIATAN INTERAKSI – SIKLUS 1 – 10 & 17 FEBRUARI 2022

This - That - These - Those

Demonstratives

Category	singular	plural
Demonstrative Pronoun	this	these
Demonstrative Pronoun + Verb	here	there
Demonstrative Adjective	that	those

Usage:
 this book (here / close) that book (there / not close)
 these books (here / close) those books (there / not close)

Adjectives - Word Order

The general order of adjectives before a noun is the following

O S A S C O M P

Opinion **S**ize **A**ge **S**hape **C**olor **S**hape **M**aterial **P**urpose

Old **S**mall **A**dult **S**oft **C**old **S**hiny **C**harming **O**ther

One **S**ingle **A**merican **S**panish **C**hinese **O**ther

Oak **S**ilver **A**luminum **S**ilk **C**otton **O**ther

Oak **S**ilver **A**luminum **S**ilk **C**otton **O**ther

Oak **S**ilver **A**luminum **S**ilk **C**otton **O**ther

Oak **S**ilver **A**luminum **S**ilk **C**otton **O**ther

Oak **S**ilver **A**luminum **S**ilk **C**otton **O**ther

Oak **S**ilver **A**luminum **S**ilk **C**otton **O**ther

Read word pattern above and decide with your group to make a descriptive about a person OR a thing OR an animal/a plant! (Baca rumus kata di atas dan tentukan dengan kelompok kalian untuk membuat teks deskriptif tentang seseorang ATAU sesuatu ATAU seekor hewan/sebatang tumbuhan!)

Picture	Title:
	<p>Identification: He is a pilot</p> <p>Descriptions: He drives the plane at Juanda airport He works for his family He works morning and night And he was paid very much. He is 40 years old His hobby is badminton. His favorite color is blue.</p>
<p>Group Members:</p> <ol style="list-style-type: none"> 1. A. Olli Widiati 2. Aditya dui Setiawan 3. fadhri wadhya R 4. M. Firmansyah M 	<p>Teacher's Comments</p> <p style="text-align: center; font-size: 2em;">85</p>
<p>Another group comments</p> <p style="text-align: center; font-size: 2em;">85</p>	
<p>* karna</p> <p>Jumlah kalimat = 7 (80) $\frac{80}{7} = 11.428$</p> <p>Kesalahan kalimat = 0 (90) $\frac{90}{0} = 0$</p> <p>$11.428 + 0 = 11.428$</p> <p style="text-align: right;">→ Sama G</p>	

Figure 3 The Result of LKPD 2 in Cycle 1

Communication

In this element, Gallery Walk technique is utilized, in which 2-3 group members become the spokesperson and 2-3 other members become the visitors to look for new information from other groups. This technique is chosen considering its effectiveness in stimulating all students' creativity. 2-3 spokespersons must be able to give clear explanations to their visiting friends. Likewise, the visitors must be able to absorb all the detailed information which is being explained. Peer-to-peer assessment is applied in order to assess their friends' performances and to gain data. The assessment is based on the criteria given, for instance; the number of sentences and their accuracy.



Figure 4 Gallery Walk in Cycle 1

Reflection

In this last activity, the researcher took a few minutes to re-emphasize all materials and the MIKiR strategy which have been done.

HOTS Evaluation

Affective

In this cycle, the collaborator and researcher take two important notes regarding to an affective domain during cycle 1. The first note is that the students in the majority were able to give good attitudes during the learning process and could take part in all elements of MIKiR strategy. In addition, the second note is the minority of the student's responses and participation in resolving LKPD 1 and LKPD 2.

Cognitive

In this domain of knowledge, the researcher used the Quizziz application as the digital test tool in class. This test is carried out to know how far the students could master the Basic Competence in descriptive text. The questions are in form of Multiple Choice and Complex Multiple Choice related to descriptive text material (social function, generic structure, and language feature). The following table is the test result in cycle 1.

Table 1 Result of Cognitive Test Cycle 1

Question	Student	Highest Score	Lowest Score	Class Average Score
5	31	60	20	52

From the table above, individually and classically, the result shows that the class average score is still far from the specified $KKM \geq 70$. Therefore, harder efforts are needed in the next cycle.

Psychomotor

In this domain or skill domain, the researcher uses two assessment models; peer-to-peer assessment and the teacher's assessment. The result of LKPD 2 is used to analyze the

students' skills in composing descriptive texts collaboratively. The following is the results of the peer-to-peer assessment and the teacher's assessment.

Table 2 Result of Psychomotor Assessment Cycle 1

Groups	Assessments			Class Average
	Peer-to-peer	Teacher	Average	
1	85	75	80	80
2	85	75	80	
3	85	75	80	
4	85	70	77,5	
5	85	80	82,5	
6	85	75	80	

From the data above, one interesting thing is in part of peer-to-peer assessments which have the same score or value. The researcher considers that the assessment between friends is strongly influenced by the solidarity and mutual agreement among them. However, after the researcher gave his assessment based on the prepared rubric, there were values nuance as shown in the table.

Students' Responses

Students' responses are related to their behaviors or activities in the learning process inside and outside the classroom in accordance with the instructions or learning instructions given by educators. Refer to student response theory; the steps for assigning tasks to students must confirm the following 3 criteria. First, educators convey the purpose of giving assignments clearly. Second, students should learn independently by completing assignments according to the instructions. Finally, students must make reports. These three criteria have been cut into detail in the 12 sentences of the student response questionnaire statements (see Appendix 3). Based on the results of filling out the questionnaire, the percentage data for each statement is shown as follows.

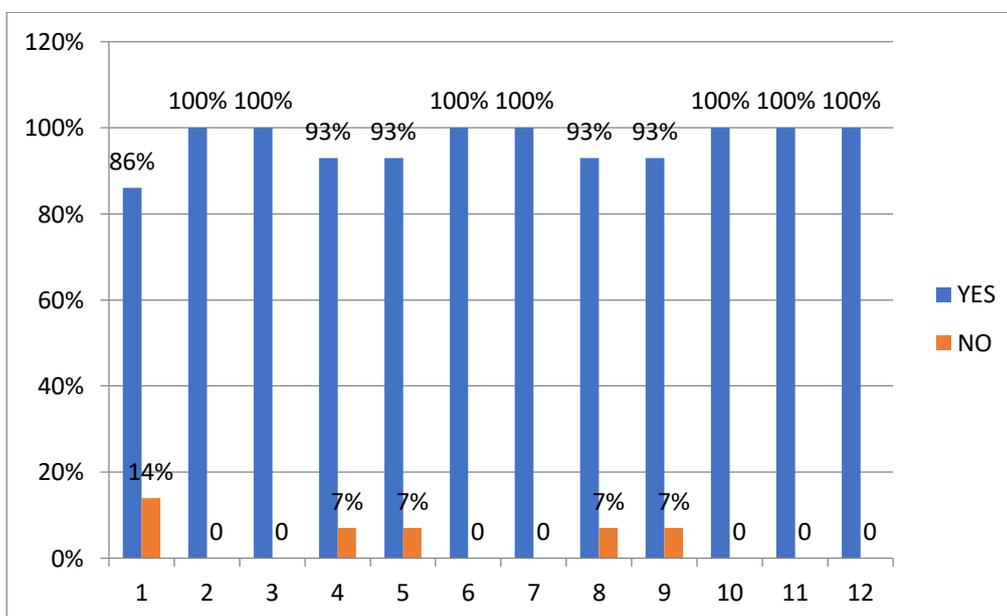


Diagram 1 Percentage of Student Responses

Based on the diagram above, statements number 2, 3, 6, 7, 10, 11, and 12 received 100% say YES, while statements number 1, 4, 5, 8, and 9 contained 1-4 students saying NO. Thus, the researcher concluded that almost all students give good responses to the instructions and the learning process.

Reflection

The last step in cycle 1 is reflection. This step is used by the researcher and his collaborator to evaluate the implementation of all activities, the results, and the next plan for cycle 2. In this reflection activity, 3 documents of MIKiR strategy observation sheets, HOTS implementation observation sheets, and collaborator notes are used to lead the researcher to a conclusion. The following are the display of the three documents.

Observasi: 1. Hari/Agl: 19 Februari 2022
 Pertemuan ke: 2, hari/tanggal: 20-24 Februari 2022
 Siklus 1 - FEBRUARI-MARET 2022

LEMBAR OBSERVASI PEMBELAJARAN AKTIF
 (2018)

Lembar ini merupakan lembar pada Buku Modul / Pratik yang baik dalam Pembelajaran di SMP dan MTs (halaman 13) yang diterbitkan oleh Timote Foundation

Dimensi Belajar Aktif	Apa sajakah yang dilakukan siswa?	Check list	Apa sajakah yang dilakukan guru untuk...	
			memastikan apa yang dilakukan siswa	merespon apa yang dilakukan siswa
Mengalami	Mengamati	✓	Mendiskusikan 3 teks deskripsi awal	Mendiskusikan LPPD 1
	Mengamati	-		
	Membuat sesuatu	✓	Membuat diagram venn	Mengajar dengan cara W/ membuat perbandingan
	Berdiskusi	✓	Mendiskusikan LPPD 1	Mendiskusikan tugas di lembar LPPD 1
Interaksi	Bertanya/mempertanyakan	✓	Bertanya ttg 2 teks deskripsi	Mendiskusikan perbandingan ttg 2 teks deskripsi
	Meminta Pendapat	-		
	Memberikan Komentar	✓	Memberi saran mengenai LPPD 1 secara berpasangan & menyangkut hasil belajar	
	Bergerak dalam Kelompok	✓		
Komunikasi (ungkap gagasan)	Saling Menjelaskan Hasil Kerja	✓		
	Mengawasi Partisipasi Guru	✓	Mengawasi apa yang dilakukan perbandingan 2 antara 2 teks tk	Memberikan penjelasan ttg persamaan & perbedaan
	Mendemonstrasikan	-		
	Menjelaskan	-		
Refleksi	Berencana	✓	Membaca LPPD 2	mempunyai ide deskripsi
	Melaporkan (Lisan/Tulisan)	✓	salah ketidaksiharian	menyebutkan LPPD 2
	Mengemukakan Pendapat/Pikiran	✓	Mengajukan ide deskripsi	menyebutkan LPPD 2
	Berbicara	✓	Membaca Kalimat Utama	Mengajukan Gagasan Utama
Refleksi	Memeriksa Kembali Hasil Kerja/Pikiran Sendiri	✓	Mengajukan kembali	Mengajukan pertanyaan guru
			ceramah kearahannya yg salah ketidaksiharian	

Guru Kolaborasi: *[Signature]*
 Guru Model: *[Signature]*

Figure 5 MIKiR Strategy Observation Sheet Cycle 1

LEMBAR OBSERVASI UNTUK PENERAPAN HOTS DALAM RPP DAN PROSES PEMBELAJARAN
 SIKLUS 1 - FEBRUARI-MARET 2022

Lembar ini merujuk pada Buku Pegangan Pembelajaran Berorientasi pada Keterampilan Berpikir Tingkat Tinggi (halaman 5-12) yang diterbitkan oleh Kemdikbud (2018).

Ranah	KKO KD	Level	Penerapan unsur HOTS pada unsur Pembelajaran Aktif dalam RPP			
			Mengalami	Interaksi	Komunikasi	Refleksi
Kognitif	3b Mendeskripsikan	C1	✓	✓		✓
Aktif	Mengikuti	A1	✓	✓	✓	✓
Psikomotorik	4.6 Mengajukan	P2		✓	✓	

Ranah	KKO KD	Level	Penerapan unsur HOTS pada unsur Pembelajaran Aktif dalam Proses Pembelajaran				Capaian setelah Proses Pembelajaran	
			Mengalami	Interaksi	Komunikasi	Refleksi	KKO	Level
Kognitif	3b Mendeskripsikan	C1	Mengamati - Mengajukan 3 teks deskripsi yg diberikan	Mengajukan LPPD 1 secara berpasangan	Mengajukan LPPD 2 secara berpasangan	Mengajukan LPPD 2 secara berpasangan	Menilai	C3
Aktif	Mengikuti	A1	Mengikuti dan mencatat hasil diskusi guru LPPD 1	Partisipasi ttg LPPD 1	Aktif berdiskusi secara berpasangan	Mengajukan pertanyaan	Partisipasi	A3
Psikomotorik	4.6 Mengajukan	P2		Mengajukan LPPD 2	Berlanggapan ttg kemampuan berpasangan	Mengajukan pertanyaan	Mengajukan	P3

Guru Kolaborasi: *[Signature]*
 Guru Model: *[Signature]*

Figure 6 HOTS Observation Sheet Cycle 1

CATATAN GURU KOLABORATOR
Diadaptasi dari Modul Penelitian Tindakan Kelas yang diterbitkan oleh SEAMEO QITEP in Language (2021)

Mata Pelajaran : *b. Inggris*
 Nama guru model : *Elia Nugray A*
 Nama guru kolaborator : *M. Yusep*
 Hari/Tanggal : *Sabtu, 7-3-2022*
 Pertemuan ke : *13*
 Dibuat pada pukul : *07.30*

Kegiatan Pembelajaran	Aktivitas Guru	Aktivitas Peserta Didik	Catatan Guru Kolaborator
1. Kegiatan Pendahuluan	- Menuliskan pertemuan dgn sepo, saku & menulis kabar - Menyusun Apresiasi	- Mengikuti kegiatan guru dan menuliskan foto potongan - Menanggapi gambar	- Penulisan dan dikalimatkan dgn kalimat RPP
2. Kegiatan Inti	- Membaca dgn menggunakan Hg - Pile yg akan dikalimatkan dgn PA	- Mengikuti pengajaran guru	- Dituliskan dan dikalimatkan di RPP
A. Mengalami	- Membaca pengalasan umum & LKPD 1	- Mengikuti LKPD 1 secara berpasangan	- Menuliskan pengalaman di RPP
B. Interaksi	- Membaca Hg LKPD 1 - Membaca LKPD 2	- Mengikuti LKPD 2 secara berkelompok	- Penulisan pengalaman di RPP
C. Komunikasi	- Membaca skenario Gallery Walk - Menuliskan hasil LKPD 3	- Mengikuti skenario Gallery Walk - Menuliskan & mengkalimatkan hasil LKPD 3	- Penulisan skenario
D. Refleksi	- Membaca pengalasan pd PA & materi pembelajaran	- Menuliskan pengalaman & mengkalimatkan di RPP	- Menuliskan yg telah menuliskan RPP dgn QITEP & dikalimatkan dgn kata
3. Penutup	- Mengumpulkan kegiatan PA & menulis - Menuliskan pengalaman di siklus 2	- Mengikuti pengalasan guru	- Menuliskan dan dikalimatkan

Guru Kolaborator : *M. Yusep*
 Penulisan, 7-3-2022
 Guru Model : *Elia Nugray A*

Figure 7 Collaborator Teacher Notes Cycle 1

Cycle 2

Experience

In this activity phase, similar to cycle 1, the students are given LKPD 1 to gain experience in observing and identifying the three different descriptive texts. Yet, the content of the three texts presented in cycle 2 has a higher number of sentences and is more complex. It is aimed to stimulate students' HOTS. Even though there are not any visual images next to the texts; the majority of students have already found no difficulties to identify some of the differences and similarities among the texts.

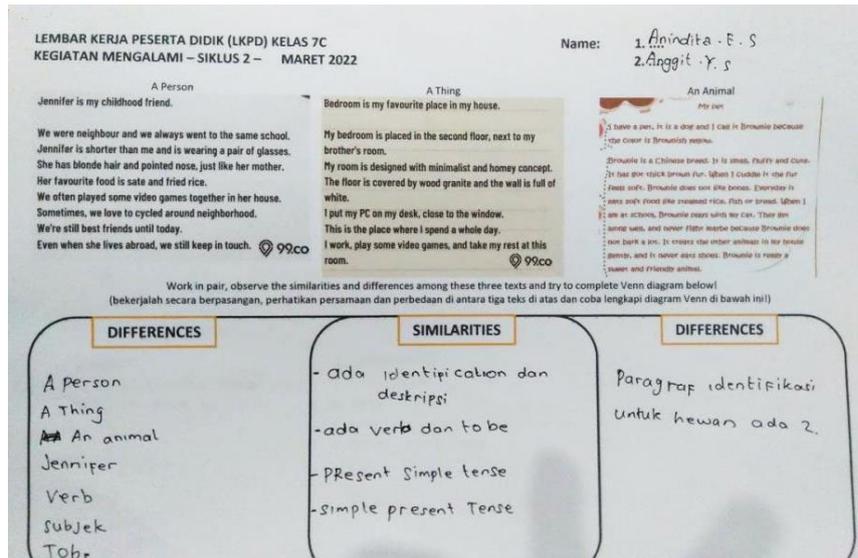


Figure 8 Result of LKPD 1 Cycle 2

Interaction

As what has been implemented in cycle 1, in this Interaction element the students have been designed to interact with their classmates (in pairs) to complete LKPD 1. This LKPD is then displayed together on the classroom wall. Here is the documentation.

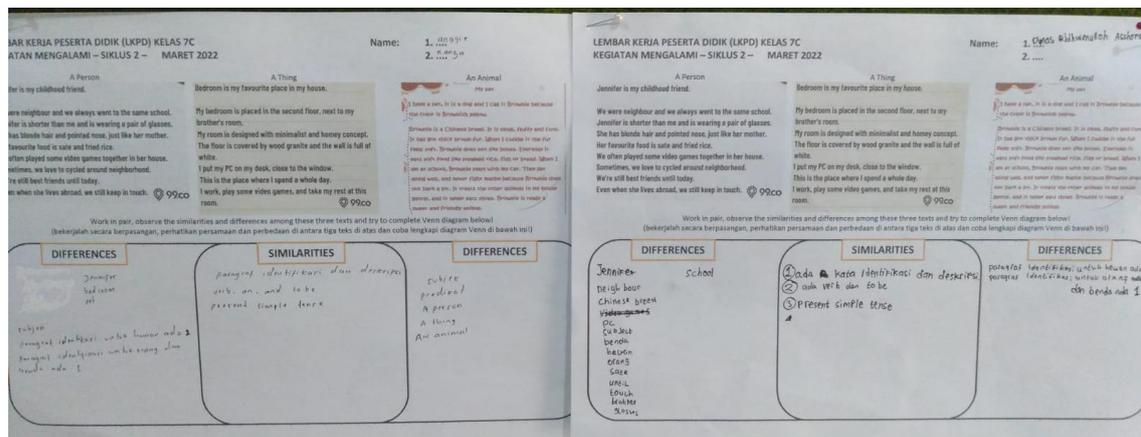


Figure 9 Display of LKPD 1 Cycle 2

After displaying LKPD 1, the collaborative learning process in groups of 4-5 students is then practiced. In this activity phase, as in cycle 1, LKPD 2 is integrated with the Communication element. The following is one of the results for LKPD 2.

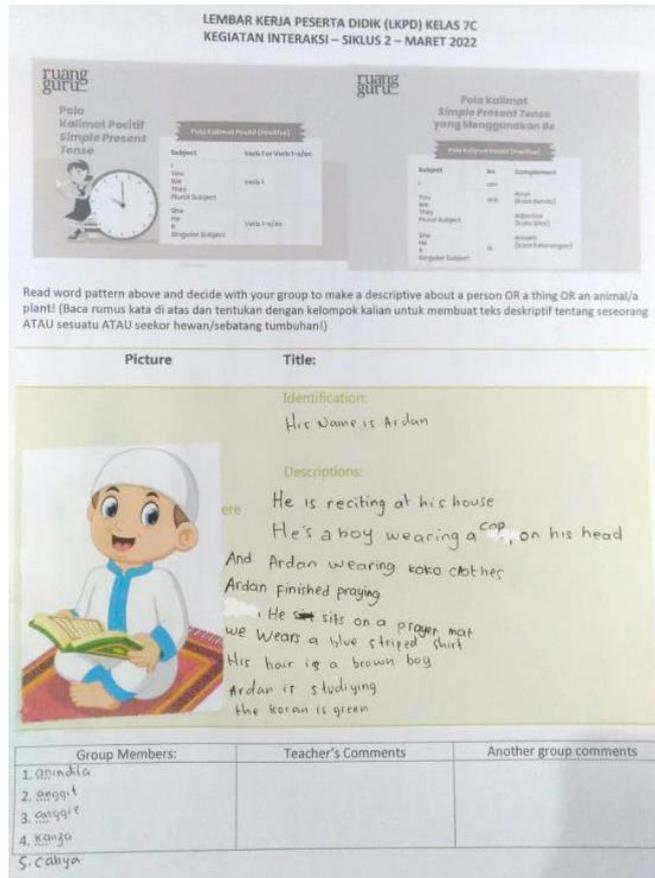


Figure 10 Result of LKPD 2 Cycle 2

Communication

In this element, Gallery Walk strategy was carried out, in which 2-3 group members became the spokesperson for the group and 2-3 other members visited other groups to get an explanation of the group's work.

Reflection

In this last activity, the researcher re-emphasized the activities that had been experienced and the descriptive text material that had been studied.

Application of HOTS

Affective

In this cycle, the students in the majority are able to give a good attitude towards the given learning process and are able follow all the elements of MIKiR strategy well. They are also able to provide feedback and actively participate in completing LKPD 1 and LKPD 2.

Cognitive

For this domain of knowledge, the researcher used Quizziz application as a digital test tool in class. The following table is the test result.

Table 3 Cognitive Test Results Cycle 2

Test Item	Students	Highest Score	Lowest Score	Class Average
5	31	100	10	70,6

From the table data above, classically, the result has met the specified Minimum Completeness Criteria (KKM) ≥ 70 . However, only a few students got unsuccessful test scores and still need remedial treatment beyond the lesson hour.

Psychomotor

For this skill domain, the researcher used two assessment models; peer-to-peer assessment and the researcher's assessment based on the assessment rubric. The following table shows the result.

Table 4 Result of Psychomotor Assessment Cycle 2

Group	Assesment			Class Average
	Peer-to-peer	Teacher	Average	
1	82,5	80	81,25	88,13
2	90	85	87,5	
3	92,5	90	91,25	
4	90	90	90	
5	90	90	90	
6	87,5	90	88,75	

From the data above, one interesting thing is that peer-to-peer assessment is becoming more objective and concisely based on the assessment guidelines provided by the researcher. The majority of students also have a better understanding of the social function, the structure, and the language feature of descriptive text. Therefore, the results of peer assessments are not much different from the teacher's assessment.

Students' Responses

As in cycle 1, students' responses relate to the behavior or activity of students in the learning process inside and outside the classroom. The percentage data is shown below.

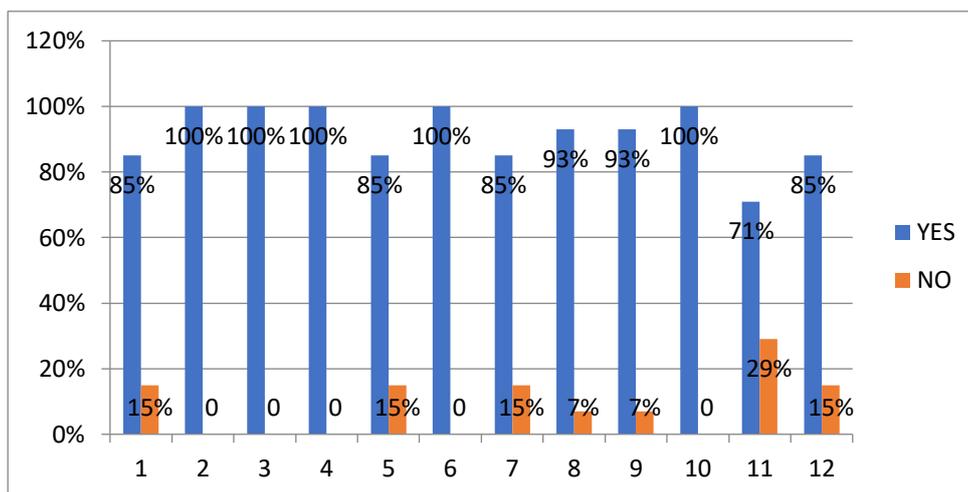


Diagram 2 Percentages of Students' Responses

Based on the table above, statements numbered 2, 3, 4, 6, and 10 received a 100% response answering YES, while statements numbered 1, 5, 7, 8, 9, 11, and 12 had 2-8 students who answered NO.

DISCUSSION

Implementation of MIKiR strategy in Cycle 1 and Cycle 2

There are several instruments used to draw the success of MIKiR strategy implementation; Observation Sheets, Collaborator Teacher Note Sheets, and Reflection Sheets. The discussions are presented as follows.

Experiencing Element

In this element, the researcher's activities represent two activities of four activities that are recommended in MIKiR strategy modul (Foundation, 2018). They are Observing and Making Something. These two activities appear clearly in LKPD 1. The significant difference between cycle 1 and cycle 2 emerges in the quantity and quality of the three descriptive texts presented in LKPD 1.

Table 5 Comparison of descriptive texts in LKPD 1 and LKPD 2

LKPD 1		LKPD 2	
Quantity	Quality	Quantity	Quality
There are only 3-5 sentences in 1 text	Complete sentences and simple sentences	There are 7-12 sentences in 1 text	Complete sentences and more complex sentences

The differences in the texts presented are aimed to elevate students' HOTS in identifying social functions, linguistic structures, and text structures. From the results, it is concluded that the students of class VII-C did not encounter difficulties even though the quality and quantity of the texts are elevated.

Interaction Element

In this element, among 7 recommended activities in MIKiR modul (Foundation, 2018), there are 4 activities that appear both in cycle 1 and cycle 2. They are Discussing, Asking questions, Working in groups, and Answering teacher questions. These 4 activities are integrated in LKPD 1 with no difference in action in cycles 1 and 2. In fact, the researcher has provided clear instructions in running the learning process, giving wide opportunities for students to ask questions and to discuss with their friends.

Communication Element

In this element, from 6 expected activities in modul (Foundation, 2018), this research conveys 3 activities. They are Reporting (speaking/writing), Expressing thoughts, and Speaking which are included into LKPD 2. In this element, Gallery Walk technique could make the students speak up actively to represent their group works because all the groups must report the results and share their opinions/thoughts in class.

Reflection Element

At the end of MIKiR strategy activity, in this element, the researcher intentionally makes confirmatory questions to students about the materials and all activities that have been experienced from the first to the last meeting. During this activity, the researcher ensures all students understand what they had done, mastery of the goals of learning descriptive text and understand the benefit of comprehending this text beyond the school. This practice is completely in line with the report on the good practice of MIKiR strategy conducted by six LPTK partner schools; SDN 47/IV in Jambi City, SDN 131/IV in Jambi City, SDN 76/IX Mendalo, SDN 211/IX Mendalo, SDN 236/IX Aur Duri, and SDN 197/IX Pematang Gajah (Maryono & Budiono, 2021).

Elevating Students' HOTS

The description of HOTS improvement consists of three domains; the affective domain, cognitive domain, and psychomotor domain. In this section, the researcher will also describe the development of these three domains from cycle 1 to cycle 2.

Affective Domain

This domain is determined before starting cycle 1. The students' attitudes were still at A1 level (Following level). It means that all students were expected to be able to follow all the learning processes. At the end of the implementation of cycles 1 and 2, based on the observation, students were not only able to follow but also enable to provide a peer-to-peer assessment. It means they can scale up from A1 level to A3 level. Therefore, the researcher concluded that there is a significant increase in the students' HOTS due to their affective domain.

Cognitive Domain

In this domain, the comparison of student learning outcomes for the written test on Quizizz in cycle 1 and cycle 2 is presented below.

Table 6 Comparison of Students' Test

Cycle 1			Cycle 2		
Highest Score	Lowest Score	Class Average	Highest Score	Lowest Score	Class Average
60	20	52	100	10	70,6

Psychomotor Domain

In this domain, the comparison of student learning outcomes is obtained from their performance assessments carried out in groups. The results of the psychomotor assessment in cycle 1 and cycle 2 are presented below.

Table 7 Comparison of Students' Performance

Cycle 1			Cycle 2		
Peer-to-peer Assessment	Teacher's Assessment	Class Average	Peer-to-peer Assessment	Teacher's Assessment	Class Average
85	75	80	88,75	87,5	88,13

Due to the analysis of the three domains, in general, the students' HOTS can be elevated well. This CAR result is in accordance with Ariadi (2018) that his CAR was able to improve the three learning domains of students (affective domain, cognitive domain, and psychomotor domain) in class IX.

Student Responses in MIKiR strategy

In this section, based on the data, it can be said that all students give positive and excellent responses to the instructions and learning process given by the teacher. The majority of them could understand a detailed explanation of the assignment purpose, the steps to cover learning goals, and the way to deliver the results of their groups' work. Particularly, based on the data obtained from the questionnaire, there are slight differences in responses in cycles 1 and cycle 2. In cycle 1, there were 7 statements that the students stated 100% YES, while in cycle 2 there are 5 statements. On the other hand, there are 5 statements stating NO in cycle 1, while in cycle 2 there are 7 statements. This shows that there is a slight decrease in misunderstanding teacher's instructions; even though the percentage is only 7%-29% (2-8 students).

CONCLUSION

Based on overall elaboration, after completing 2 cycles which were carried out from February to March 2022, the three goals of this CAR may be achieved successfully. The results of this CAR could also answer the established hypothesis that MIKiR strategy has an effect on increasing the students' HOTS on descriptive text material at class VII-C MTsN 6 Pasuruan. The three success criteria for this CAR are also fulfilled well. First, MIKiR

strategy is fully practiced (100%) and is declared successful. The second is the class average score could be scaled up to ≥ 70 . In addition, the last criterion is more than half of the students could actively participate in MIKiR strategy.

The following notes are probably useful for the next research in order to create a better learning process and CAR results; (1) Implementing CAR in grade VII has a tremendous positive impact, one of which is earlier identification of students' skills can be gained more precisely, quickly, and comprehensively, and (2) MIKiR strategy is still rarely used for CAR, so there is a wide opportunity for educators to use it in their learning process or their CAR.

ACKNOWLEDGEMENTS

I would like to thank Mr. Yusuf as my colleague for his patience and knowledge so that the implementation of this research can be accomplished well. I want to express my gratitude to all grade VII-C students who were increasingly active and creative during the implementation of this research. Last but not least, my gratitude also goes to the principal of this school who has given permission from the beginning of the research until the end.

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APPENDICES

Appendix 1

SIKLUS 1 – FEBRUARI 2022 (3x pertemuan tatap muka)

Model RPP ini disusun berdasarkan konsep Pembelajaran Aktif yang dikembangkan oleh Tanoto Foundation (2018).

Madrasah : MTsN 6 Pasuruan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/Genap
Bab : II
Materi Pokok : Teks Deskriptif
Alokasi Waktu : 6 jp (3 pertemuan)-240 menit

A. Kompetensi Dasar

3.6 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan kalimat *declarative, interrogative, simple present tense*)

4.6 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

B. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan kalimat *declarative, interrogative, simple present tense*) dengan baik.
2. menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks dengan baik.

C. Media dan Sumber Belajar

1. Media : Quizizz dan Modul *Let's Read for Better Literacy Performance, Class 7C, Even Semester, Academic Year 2021-2022*
2. Alat/Bahan : Gawai, komputer/laptop, dan LKPD
3. Sumber Belajar : Internet dan Modul *Let's Read for Better Literacy Performance, Class 7C, Even Semester, Academic Year 2021-2022*

D. Langkah-langkah Pembelajaran

Langkah-Langkah Pembelajaran	Pengelolaan Kelas (I, Ps, Klp, Kls)	Waktu
A. Kegiatan Awal <ol style="list-style-type: none">1) Menanyakan kabar dan pemahaman materi pada pertemuan sebelumnya.2) Menyetujui aturan/kontrak belajar.3) Menyampaikan tujuan pembelajaran.4) Menunjukkan ke peserta didik 3 gambar, kemudian meminta siswa memberikan komentar.5) Guru memberikan beberapa pertanyaan/instruksi kepada siswa, antara lain:<ol style="list-style-type: none">a. What is in picture 1? Write some words about the picture!b. What is in picture 2? Write some words about the picture!c. What is in picture 3? Write some words about the picture! <ul style="list-style-type: none">• Peserta didik diminta menuliskan jawab pada kertas post-it dan	Klasikal	20'

menempelkan di papan tulis/kertas plano		
B. Kegiatan Inti Kegiatan 1 (MENGALAMI) – Pertemuan Pertama 1. Siswa diberi 3 macam teks deskriptif pendek tentang seseorang, sebuah benda, dan seekor hewan 2. Siswa diberi LKPD 1 tentang ketiga teks deskriptif tersebut (LKPD 1 terlampir) 3. Siswa membaca dan mengamati teks yang diberikan, dilanjutkan mengisi LKPD	Ps	40'
Kegiatan 2 (INTERAKSI) – Pertemuan Pertama dan Kedua 1. Semua siswa dikelompokkan menjadi 4 (1 kelompok 4 siswa) 2. Dalam kelompok, semua siswa mendiskusikan LKPD 1 yang telah dikerjakan secara berpasangan 3. Diberikan LKPD 2 untuk membuat teks deskripsi sederhana (terlampir)	Klp	60'
Kegiatan 3 (KOMUNIKASI) – Pertemuan Kedua dan Ketiga 1. Presentasi kelompok dengan model Gallery Walk 2. Presentasi kelompok di depan semua siswa dan guru	Klp	60'
Kegiatan 4 (REFLEKSI) – Pertemuan Ketiga 1. Guru memberikan pertanyaan reflektif tentang apa saja yang telah dipelajari 2. Guru bersama siswa menyimpulkan hasil karya teks yang telah disusun oleh semua kelompok	Klasikal	20'
C. Kegiatan Penutup 1. Meminta siswa menjawab pertanyaan refleksi dan menuliskan jawaban pada kertas Post-it. <ul style="list-style-type: none"> • Apa yang sudah kamu pahami? • Apa yang belum kamu pahami? • Bagaimana perasaan kamu ketika belajar teks deskriptif dengan strategi MiKIR? 2. Meminta siswa mengerjakan Quizizz di kelas/rumah	Klasikal	20'

I: Individu, Ps: Pasangan, Klp: Kelompok, Kls: Klasikal

E. Penilaian Hasil Pembelajaran

1. Penilaian Pengetahuan: Tes tulis di Quizizz.com
2. Penilaian Keterampilan: Tes unjuk kerja di kelas

Appendix 2

RUBRIK PENILAIAN TEKS DESKRIPSI SIKLUS 1 – FEBRUARI-MARET 2022

Rujukan rubrik diadaptasi dari Brown, H. D. 2007. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (2nd ed.). New York: Longman

	Kelompok ...	Nilai
1. ...	4. ...	
2. ...	5. ...	
3. ...		

Aspek	Nilai	Deskripsi	Bobot	Nilai yang Diperoleh
Isi – I (Topik dan Detail)	4	- Topik lengkap dan jelas - Detail terkait dengan topik	3 (30%)	
	3	- Topik lengkap dan jelas, tetapi - Detail hampir terkait dengan topik		
	2	- Topik lengkap dan jelas, tetapi - Detail tidak terkait dengan topik		
	1	- Topik tidak jelas - Detail tidak terkait dengan topik		
Organisasi teks – O (Identifikasi dan Deskripsi)	4	- Identifikasi lengkap - Deskripsi tersusun dengan kata penghubung yang tepat	2 (20%)	
	3	- Identifikasi hampir lengkap - Deskripsi hampir tersusun dengan kata penghubung yang tepat		
	2	- Identifikasi tidak lengkap - Deskripsi tersusun dengan beberapa kata penghubung yang tidak tepat		
	1	- Identifikasi tidak lengkap - Deskripsi tersusun dengan kata penghubung yang tepat		
Tata Bahasa - T (Present Tense dan Agreement)	4	- Sangat sedikit salah tata bahasa - Sangat sedikit salah agreement	2 (20%)	
	3	- Sedikit salah tata bahasa - Sedikit salah agreement tetapi tidak memengaruhi arti		
	2	- Ada beberapa salah tata bahasa - Ada beberapa salah agreement		
	1	- Banyak salah tata bahasa - Banyak salah agreement		
Kosakata – K	4	- Pilihan kata efektif - Pilihan frasa juga efektif	1,5 (15%)	
	3	- Sedikit salah penggunaan kosakata - Tetapi tidak mengubah arti		
	2	- Sedikit kata membingungkan - Sedikit frasa membingungkan		
	1	- Pilihan kata dan frasa yang sangat sedikit - Tidak bisa dimengerti		
Mekanik – M (Ejaan dan Tanda baca)	4	- Menggunakan ejaan dan tanda baca yang benar	1,5 (15%)	
	3	- Ada sesekali kesalahan ejaan dan tanda baca		
	2	- Sering ada kesalahan ejaan dan tanda baca		
	1	- Banyak kesalahan ejaan dan tanda baca		

Rumus Nilai yang Diperoleh: $\frac{3I + 2O + 2T + 1,5K + 1,5M}{40} \times 10$

Appendix 3

Student Response Questionnaires

No	Statements	Yes	No
1	The teacher gives reasons why LKPD 1 is important to complete		
2	The teacher gives an explanation before doing LKPD 1		
3	The teacher provides guidance when working on LKPD 1		
4	The teacher gives an assessment, input, correction after LKPD 1 is completed		
5	The teacher gives reasons why it is important to complete LKPD 2		
6	The teacher gives an explanation before doing LKPD 2		
7	The teacher provides guidance when working on LKPD 2		
8	The teacher gives an assessment, input, correction after LKPD 2 is completed		
9	Teachers provide opportunities to access other learning resources on the internet, both in class and at home		
10	The teacher provides the opportunity to use translation technology to complete LKPD 2 both in class and at home		
11	The teacher gives the opportunity to present the results of LKPD 2 to their friends		
12	The teacher gives the opportunity to assess the results of their friends' LKPD		

BIO STATEMENT

Eka Sugeng Ariadi is an English teacher in MAN 1 Kabupaten Pasuruan. He has been teaching for 18 years and recently, endeavouring to focus on writing Classroom Action Research (CAR). Moreover, he is also starting to go deep into literacy field and literature works. He used to create his own teaching materials for his students. In short, he loves much to develop his professional and pedagogical competences.

A CLASSROOM ACTION RESEARCH: USING MENTIMETER TO ENHANCE STUDENTS' ENGAGEMENT IN ELT

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Abstract: This study represents the outcome of a Classroom Action Research (CAR) on the use of Mentimeter to enhance students' engagement in the classroom. The participants of this study were 30 initial-year students from a public high school in Indonesia. The data collection were questionnaires, interviews, and field observation. Stringer's (2007) "action research spiral framework" is used in this action study, including the following stages: look, think, and act. Therefore, there were three stages of data collection procedures: (1) investigating the participants about their learning problems and potential solutions, (2) discovering a possible solution with structured guidelines to solve the issue, and (3) observing their performance in implementing the solution. Then, the data is analysed through thematic analysis to interpret the participants' emotions, expressions, perceptions, and performance. It is found that the teacher was confronted with two major problems during the teaching and learning process. The biggest issue was the students' lack of engagement during class activities. Secondly, their English language skills were still lacking. From these two problems, the researcher carried out a more interactive learning environment using Mentimeter within two months. Results of the data indicated that Mentimeter enhances students' interest, engagement, and motivation in classroom activities. This new strategy employed an active, student-centered pedagogy, which has the ability to promote attention, engagement, motivation, peer learning, and accomplishment within the field.

Keywords: *classroom action research, Mentimeter, students' engagement, ELT*

INTRODUCTION

Almost every element of life in today's digital world relies on the internet. Technology has become an inextricable element of modern life, prompting its incorporation into many parts of the community. Education, being a critical component of society, has incorporated modern technological tools in a variety of ways. Whereas technology cannot completely replace current traditional techniques, its presence could help to strengthen the teaching and learning process. The strategy and technique of teaching languages have undergone a lot of changes with the evolution of information and communication technology. Language teachers will ultimately have to connect Information and Communication Technology (ICT) to education (El-Ghalayini & El-Khalili, 2014). With the use of instructional technology in the classroom, teaching and learning experiences can be better facilitated. If the teacher can use it to support the student's needs, then technology plays its role (Chun et al., 2016; Francis, 2017; Golonka et al., 2014).

Some previous notable studies have shown positive results in teaching foreign languages with instructional technology (Tanduklangi et al., 2014; Sari, 2021; Cahyadi, 2020; Skoyles & Bloxsidge, 2017; Pichardo et al., 2021; Moorhouse & Kohnke, 2020). Many of these technologies were incorporated into classrooms, including web-based applications, mobile

technology, and numerous multimedia tools. Mentimeter, an interactive presentation tool, is an example of such classroom technology.

In the aftermath of remote learning approaches, it is critical to assess the influence on student involvement in a face-to-face learning setting. Students' confidence to share ideas has been weakened as a result of distance learning, which has had a detrimental influence on student engagement in face-to-face classes. For example, more engaged students in remote learning do not stand up and express their thoughts as often as they do in face-to-face learning. This simply is a result of the conventional pressures that come with being in a physical classroom setting, such as peer criticism, loud sniggers, interruptions, and the dread of making a mistake. Teachers sought to create digital learning settings where feedback was promoted and the connection was maintained in order to help students who had become disengaged. Based on the observations of the participants, such challenges were found. Therefore, this study investigates the use of Mentimeter, an interactive presentation software, and its influence on high school students with low learning engagement in English language classes.

METHODS

The participants of this study were 30 initial-year students in Language Class from a public high school in Indonesia. There was still a restriction due to the pandemic, so the students were separated into two big groups. The group consists of 16 and 14 students. When this study was conducted, they were in their first month of face-to-face learning after a long period of remote learning. This study adapted Wekke and Hamid's (2013) field research data collection methods: participant and non-participant observation, and in-depth interview. The non-participant observation was done by inspecting the English teacher who was also the class advisor.

This study represents the outcome on the use of Mentimeter to enhance students' engagement in the classroom. It investigated problems concerned with the participants, gathered information, and found possible and doable solutions to solve the problem. This study is a qualitative action research design that utilises questionnaires, interviews, and field observations with students and their English teachers. The process was divided into three stages: experiencing, questioning, and evaluating (Tanduklangi et al., 2019). This study adopted a design called the spiral structure of action research, according to Stringer (2007). Stringer claimed that action research has three major components:

- See: collect data, determine, and shortly describe the situation/problem;
- Think: search out and analyse the problem and findings;
- Action: plan, implement, and evaluate.

This study utilised Classroom Action Research (CAR). Action research validates the development of reflective thought, discussion, decision-making, and action abilities (Kunlasomboon et al., 2015). Specifically, this study implements these stages; classroom teaching planning (identifying class problems, observing possible reasons, problem solving) and action. Before doing the classroom action study, the researcher interviewed the English teacher to understand more about the students' learning difficulties. Then, the students were then given questionnaires to complete in order to cross-check their learning difficulties and potential solutions. The data was then complemented by an in-depth interview with three random students. Finally, after analysing the data, the researcher determined that the students

need a learning tool that affected their involvement and discovered ideas for improving the teaching design.

The data was evaluated using thematic analysis to interpret the participants' emotions, expressions, perceptions, and performance. Thematic analysis is a repetitive and reflective method of organising qualitative data by probing for generating categories or themes (Barkhuizen et al., 2014), and is ideal for use in an interpretative framework. Sensitising, creating themes, and data synthesis are three processes in interpreting qualitative data, according to Creswell (2002). In supporting this idea, Barkhuizen et al. (2014) also represented the stages of analysing data with thematic analysis such as reading data repeatedly, coding and grouping data, and thematic grouping.

RESULTS

This study implemented three stages of action research: look, think, and act by Stringer (2007). Firstly, the researcher interviewed and discussed with the class advisor and English teacher to search for students' learning problems and possible solutions. Questionnaires were also distributed to the students and using random sampling, three students were interviewed. The second phase was analyzing the data and determining an appropriate solution to the problem. The last phase was implementing the strategy and analysing the students' performance.

Planning for Classroom Teaching

Identifying Classroom Problems

The idea that learning experiences increase when students are inquisitive, engaged, or inspired underpins the concept of student engagement (Zepke & Leach, 2010). They further said that there are numerous sorts of engagement, including behavioural, emotional, and cognitive, all of which have an impact on whether or not students learn effectively (Tanduklangi & Lio, 2019). In other words, learners are disengaged if they are bored, distracted, or dissatisfied. Each term ultimately comes down to a student's level of interest and involvement in their studies. The more committed a student is in their learning, the more likely they can comprehend and remember the material.

Based on the observation, there were two main problems: 1) students' engagement during the class was low and 2) most of them have lack of English skills. In face-to-face classrooms, only a few students paid full attention to the learning activities. Students that exhibit a strong willingness to learn are more likely to have strong English skills. Students' readiness to listen, express opinions, ask questions, take notes, work on assignments, participate, respond, and so on reflects various sorts of engagement. While the others appear to be engaged in activities unrelated to studying English, such as reading other materials, talking with friends, or sleeping.

Observing Possible Reasons

To find out the possible reasons for the problems stated, the researcher first interviewed the English teacher who was also the class advisor. Because the teacher had been teaching the

class for approximately a semester, he knew quite a lot about the students. Second, the researcher distributed questionnaires and interviews to collect more relevant and precise data.

During the observation, the researcher considered Zepke and Leach's (2010) ten recommendations for improving student involvement. After the researcher did classroom observation, distributed questionnaires, interviewed the participants, and analysed all the data collected, it was found that there are two possible solutions to the problem identified: 1) Recognise that teaching and teachers are central to engagement and 4) Create learning that is active, collaborative, and fosters learning relationships. Students' engagement was influenced by active learning in groups, peer interactions, and student-teacher interaction (Zepke & Leach, 2010). As a result, the teacher must create a mood-lifting atmosphere in the classroom in order for students to be more motivated to study. As shown in Figure 1, 22 of 30 students (73.3%) agreed to have a more interactive way of learning English in the classroom. This means they were not satisfied enough with the prior teaching and learning style.

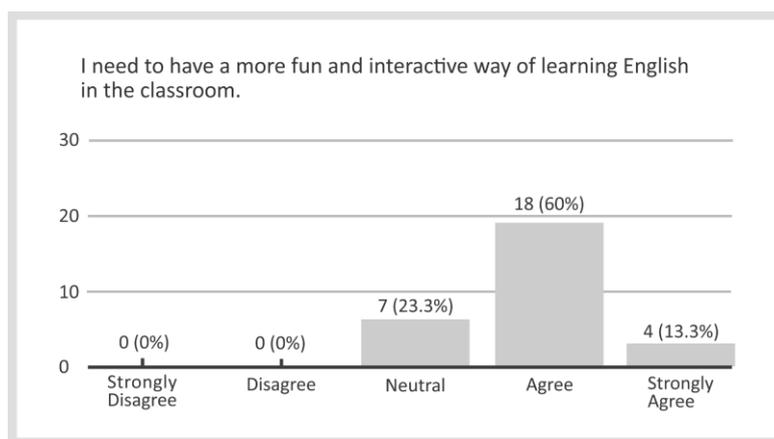


Figure 1. Students' Need for A More Interactive English Class

The data was also confirmed by interviewing three randomly selected students. They had the same idea that learning with technology probably can help them to develop a better understanding of the material and engagement during class activities. The following responses were noted from interviews with the students:

During the English class, I don't think my friends and I actively participate in a discussion. Unless we really have to because the teacher asks us randomly. Maybe the lesson is too hard or because we are bored with the activities. Some of my friends seem don't understand the material well. They often cannot answer questions being asked by the teacher. (Sirius, interview, May 15th, 2022)

Yes, sometimes I feel bored during class. We only do some basic activities like reading, speaking, doing tasks, and some discussions. I need games or something. I probably like it. (Orion, interview, May 15th, 2022)

My teacher is a strict person and often delivers the material seriously. Maybe that's why we are sometimes afraid to speak up. He also usually doesn't provide much space for us to practise and share ideas. I think we need something more fun. (Capella, interview, May 15th, 2022)

In addition, the English teacher was also interviewed. It is revealed that the teacher had difficulties with students' engagement since the very first week of the meeting. In addition,

he had a lack of knowledge about teaching technology that is easy to use and has positive impacts. Here is what he said during the interview:

I know that nowadays, teachers use technology tools to teach lessons in the classroom. It has become a trend during the pandemic period. However, I have lack of knowledge, skills, and time to produce a good and interactive lesson. The students are noticeable quite passive during the class and I think, it is the moment to start a new way of teaching using technology. (The English teacher, interview, May 13th, 2022)

Problem Solving

To overcome the problems stated, the researcher proposed to the English teacher an interactive learning tool, Mentimeter, to make it more exciting so that students can interact more. The teacher accepted this idea and believed it will be doable based on some considerations: 1) The students are already familiar with technology, 2) all of the students have their own devices and internet connection, and 3) the classroom has a projector. After a week of observation, the researcher then handled to teach English in the Language Class guided by the English teacher as an advisor. Prior to the beginning of the class, the researcher created a set of materials that are more real, contextualised, and include more engaging activities. There were three topics that should be done within two months: Recount Text, Narrative Text, and Song. The student-centred technique was used, with students participating, discussing, and interacting with one another while the teacher just explained the topic and led the activities.

Action

This classroom action research is conducted within two months of a face-to-face class. The participants were 30 initial-year students in Language Class from a public high school. Before the investigation period started, the researcher, who was then the English teacher, created lesson scenarios and designed learning content that will be displayed through the system. A sample of the presentation content is shown in Figure 2. This activity is somewhat time-consuming but once completed, it will be reusable in the future. The lesson procedure using Mentimeter is shown in Table 1.

Table 1. Teaching and Learning Activities Using Mentimeter

No	Teacher Activity	Student Activity	Duration	Reflection
1	The teacher greets the students, checks the attendance, and asks one of them to lead the prayer.	The students greet the teacher, check the attendance, and one of them leads the prayer.	5 minutes	
2	The teacher guides the students to access the Mentimeter presentation through a code that is shown on the projector.	The students open the menti.com website and add the presentation code. They can access the presentation via smartphone afterwards.	5 minutes	All the students bring their smartphones, so there is no problem with the device. The is only one problem, two students do not have access to the internet, so the teacher provides them with data tethering.
3	The teacher shows and explains the material. During the learning process,	The students pay attention to the teacher's explanation. Once in a while, they also can access the presentation on their phone. If needed,	40 minutes	<ul style="list-style-type: none"> • The presentation can be controlled through a smartphone, so the teacher is not attached in front of the

	there are some quizzes, question and answer, polling, and mini-games. The teacher gives instant feedback after the students do the activity.	they also can screenshot it. Mentimeter has a 'reaction feature' in which the students can react to the slide, for instance, thumb up means to understand, thumb down means do not understand, and a question mark means someone is going to ask a question. The overall reactions are shown on the slide.		laptop. <ul style="list-style-type: none"> ● Voting with Mentimeter is anonymous, so the students will be more confident to share their ideas. ● The students can do peer discussion before they share their ideas on the screen.
4	The teacher recaps the lesson and asks the students to do follow-up activities at home.	The students comprehend the information from the teacher and take notes if needed.	10 minutes	

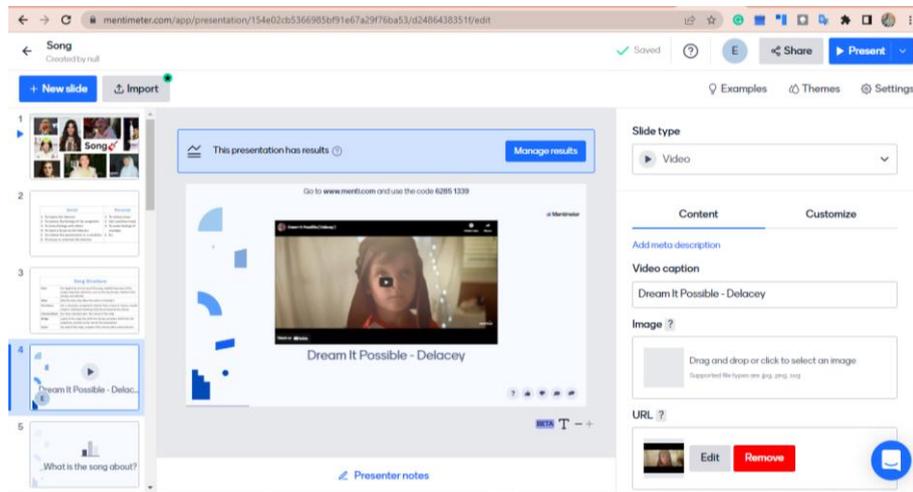


Figure 2. A Sample of Mentimeter Presentation with A Theme 'Song'

Mentimeter Overview

Mentimeter is a cloud-based software for adding interactive activities to presentations with live questions, quizzes, surveys, and polls. It has various question types, for instance multiple-choice, ranking, scales, word cloud, and open-ended (See figure 4). This approach provides a flexible manner for students to react using their mobile devices in the age of the 'bring-your-own-device' era. Teachers have traditionally either selected students to reply or relied on students volunteering to answer questions. In reality, this situation usually means that the more confident students react, or that students are 'put on the spot' when a teacher asks them to speak. A 'student response system' (SRS) is one solution to this problem (Moorhouse & Kohnke, 2020) provided by Mentimeter. Mentimeter is fully anonymous, resulting in improved on-task behaviour and increased involvement (Moorhouse & Kohnke, 2020). However, it is also important to obtain an overview of where students may be suffering or common misconceptions – and anonymity may sometimes inspire quieter students to answer.

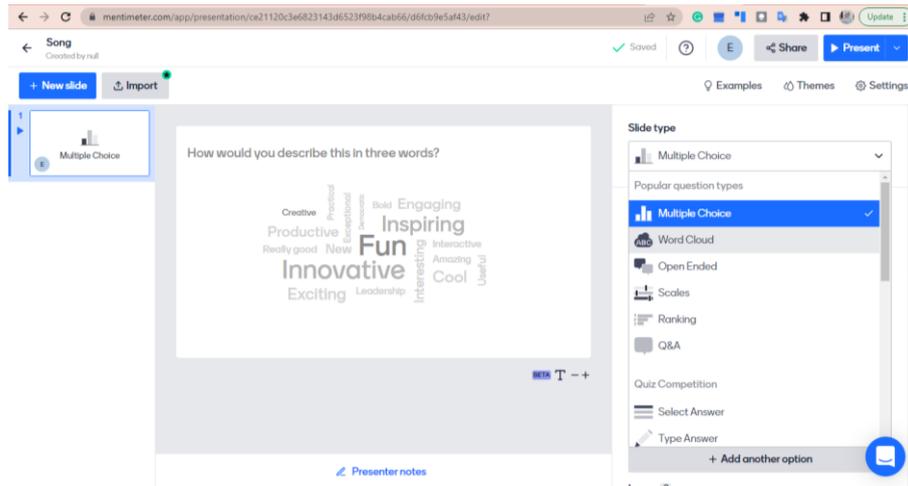


Figure 4. Presentation Creator Platform with Question Types

Instead of inserting the quiz at the conclusion of the lecture, the teacher might distribute Mentimeter questions throughout the presentation. This motivates students to pay attention throughout the class since they will most likely discover questions or tests on the next slide. The Mentimeter shows the teacher and the rest of the class how many individuals answered the question. Students can view and comment on the presentation by going to menti.com on their mobile devices and inputting the code (See figure 5). The results will be displayed in real-time. Question and quiz formats can be used as icebreakers, to test knowledge, gauge opinion, and stimulate discussion. The displayed students' responses can be seen in figure 6 and the display on students' devices in figure 7.



Figure 5. Learning Activities with Mentimeter



Figure 6. Students' Responses Displayed on the Projector

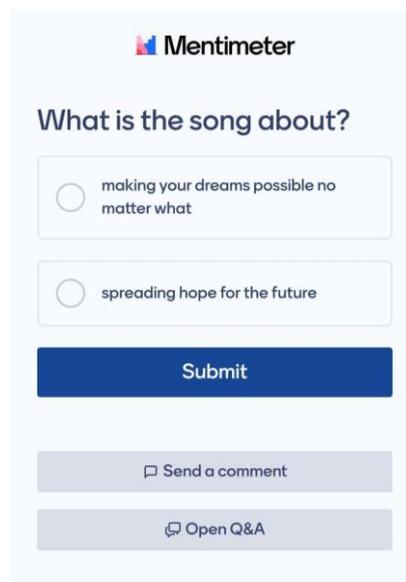


Figure 7. Mentimeter Display on Student's Device

Mentimeter also allows to create of a whole presentation by combining content slides with question slides, such as header, bullets, or pictures. However, the layout is more constrained than in PowerPoint, and many people prefer to utilise a combination of the two. PowerPoint presentations can be downloaded and used as a background in Mentimeter. Another useful feature of Mentimeter is the Mentimote. This enables the teacher to modify slides, hide results, and regulate questions using a mobile device. The teacher can also select 'audience pace' to allow students to work through the presentation at their own speed. All their responses are saved on the system at the end of a presentation and can be retrieved as a permanent record. Mentimeter is beneficial for adding some interaction to a session, but teachers should avoid overusing it (Pichardo et al., 2021; Mayhew, 2019). Consider the lesson's goal and how Mentimeter can help achieve it.

Students' Perception of Mentimeter

Getting students to speak out in class is often difficult (Skoyles & Bloxsidge, 2017). Mentimeter provides every student with a voice and ensures that no one is left out (Sari, 2021; Tanduklangi & Lio, 2019; Moorhouse & Kohnke, 2020; Pichardo et al., 2021).

According to the interview, almost all of the students thought it was a good idea to utilise Mentimeter as a learning tool in the classroom. There were seven points related to the students' positive perceptions of the use of a Mentimeter. The categories are extracted from the questionnaire result (See Appendix 2) and interviews with the students. The detailed result is presented in Table 2.

Table 2. Students' Positive Perception of Mentimeter

No	Consideration of Using Mentimeter
1	Anonymity
2	It has interactive activities.
3	It gains students' attention.
4	It helps to build confidence to give opinions and all opinions are valued equally.
5	It helps the students who have difficulties sharing ideas orally.
6	It can be a tool to check students' understanding.
7	It is easy to use.

According to the positive responses in table 2, some of the students stated that polling or giving live responses through Mentimeter was simple and they became more confident. They also did not experience difficulties in accessing the presentation or giving responses with their smartphones. It is true that Mentimeter does not require any installation or download before its usage. Other responses indicated that the students felt at ease since the interactive activities provide a more relaxed class atmosphere. According to Valley and Gibson (2018), Mentimeter proved a useful tool in strengthening students' confidence to openly join in the conversation and express their voices. Some students believed that the technique helped some of the quiet students become more interested and confident in offering their ideas. Aside from that, it provides the ability to collect ideas under an anonymous identity. Its anonymity became one of the students' preferred features for submitting their opinions. Mentimeter also allowed for a variety of questioning formats. It had features like voting, polling for winners, open-ended questions, and more. The outcomes of the results were also presented with an animation effect, which substantially increased the data impressively. It was discovered that there was only one problem that occurred in the class when utilising Mentimeter. Two of the students did not have an internet connection, so the teacher back up an internet connection. It is not a major problem because, in the next meeting, all of the students had no problem with it. The following entries are the students' opinions of Mentimeter during an interview:

I never used Mentimeter before. I think quizzes and polling during the lesson make the class become more lively and interactive. Everyone polls without feeling anxious about mistakes (Sirius, interview, 27th of June, 2022).

I think with Mentimeter, everyone has the equality to share ideas, not only the active students. As a typically shy student, I rarely speak up during class discussions. I am more active to answer questions with Mentimeter (Orion, interview, 27th of June, 2022).

It is interesting to find my friends' responses that are sometimes very funny and not related to the topic. The teacher considers it a joke. The students are not scolded for answering wrong or funny, and this makes us enjoy the discussion. I want to always use it (Capella, interview, 27th of June, 2022).

In a word, students' engagement during the lesson increased by utilising Mentimeter. Very few students got distracted during the session. Some students were having too much fun so

that the class became crowded. However, it indicates that students' interest in the lesson is high. Figure 3 is a chart from the questionnaire that represents students' engagement in using Mentimeter in English class. 28 students (93.3%) agreed that the tool helped them be actively involved and interested in the lesson.

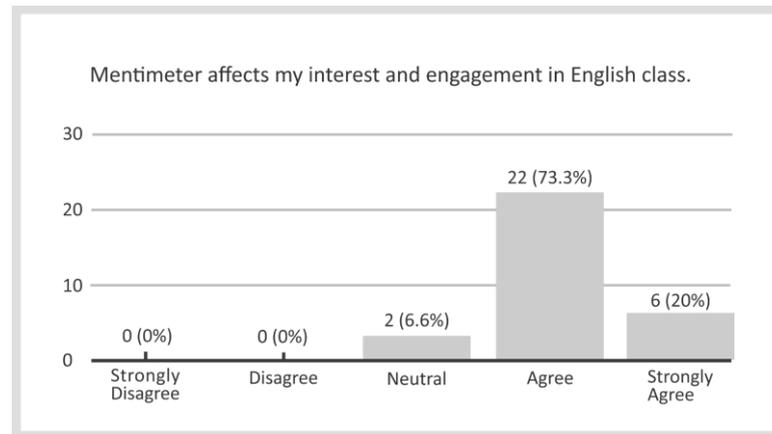


Figure 3. Students' Engagement in the Use of Mentimeter

Teacher Perception of Mentimeter

Mentimeter helps to deal with the problem by calling on the same students by gathering input from the entire class. Teachers may utilise a class poll to evaluate mood, warm up, ask an important question, and run rapid evaluations utilizing the quiz tool to check for topic knowledge anonymously. The versatility of the question kinds, along with the ability to have students react, view replies, and ask questions in real-time, allows students to create meaningful connections during the lesson (Vallely & Gibson, 2018). However, it is found that there are some limitations of Mentimeter.

Mentimeter's major limitation is its price (See figure 8). If teachers want to use all of the product's features, they must pay for it themselves. Teachers can use a free license to use Mentimeter, however, the trial edition is restricted to two question slides and five quiz slides. However, it is still feasible to take advantage of the free features. According to the findings of this study, seven interactive activities for each meeting were enough to get the students engaged. Second, teachers who had never used Mentimeter before had a tough time getting started. The issues addressed were how to generate presentations, display findings, and embed slides.

	Free	Basic	Pro	Enterprise
Active presentations				
Audience size	Unlimited	Unlimited	Unlimited	Unlimited
Content slides [Ⓢ]	Unlimited	Unlimited	Unlimited	Unlimited
Questions per presentation [Ⓢ]	2	Unlimited	Unlimited	Unlimited
Quiz per presentation [Ⓢ]	5	Unlimited	Unlimited	Unlimited
Q&A [Ⓢ]	✓	✓	✓	✓
Import presentations [Ⓢ]	×	✓	✓	✓
Make presentations private [Ⓢ]	×	✓	✓	✓
Collaborate on presentations [Ⓢ] NEW	×	×	✓	✓

Figure 8. Mentimeter Pricing and Features

DISCUSSION

Previous research had used interactive teaching methods to increase student participation in higher education classes (Skoyles & Bloxside, 2017; Pichardo et al., 2021; Moorhouse & Kohnke, 2020; Sari, 2021; Cahyadi, 2020). However, little relevant research is conducted for initial year high school students, particularly in Indonesia. A classroom action research scheme is also rarely conducted. Whereas, every learning context has different problems and needs.

Based on Appendix 1, 21 (70%) of 30 students stated that they felt bored during the English class. They added that they needed to have a more fun way of learning English in the classroom. This finding was confirmed with an interview with three random students that supported the statements. The problems stated were students' lack of engagement during the class and minimal understanding of English skills. Then, based on the researcher's teaching experience and observation of the participants, it is found that Mentimeter is a suitable platform for all types of learners to enhance their engagement in the class. Therefore, Mentimeter can be a solution to accomplish the problems so that they can learn more effectively.

As previous research has shown, Mentimeter has been found to be useful instructional technology, mostly in higher education, to promote classroom engagement. Students nowadays are increasingly interested in studying in an entertaining method that incorporates advanced technology. Teachers must adjust their teaching methods to fulfil the needs of their students. With the use of web-based education, a teacher must consider new ideas and ways to persuade students to attend class and accommodate different types of learners. Questionnaire results in Appendix 2 show that with Mentimeter, the students become more actively involved with the teaching activities. They also got useful feedback from the teacher in accordance. To sum up, Mentimeter is a good choice in this study because it successfully enhances students' interest and engagement in classroom activities.

CONCLUSION

This action research study focused on the use of Mentimeter to enhance students' engagement during classroom activities. The result indicated that this tool greatly expands chances for reformulating passive teaching sessions and allows for a shift toward a more contingent and agile approach to teaching. This enables teachers to employ an active, student-centred pedagogy, which has the ability to promote attention, engagement, motivation, peer learning, and accomplishment within the field. It is found that most students (93.3%) agreed and recommend to continue using Mentimeter in English class. In terms of the instructor's comment on the experience, the teacher found that using Mentimeter during a class was efficient since it establishes meaningful connections with students. Further study is needed to determine its ongoing development and whether interest and attention are sustained over time. It is also needed to evaluate the influence of Mentimeter on both subjective and objective metrics.

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APPENDICES

Appendix 1

Student Questionnaire Result before the Classroom Action Research

No	Items	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1	English class is fun and enjoyable.	2	13	10	4	1
2	My English teacher employs interactive activities, such as quizzes, games, question-and-answer sessions, etc.	0	0	5	6	19
3	My English teacher uses technology tools to support teaching and learning in the classroom.	0	2	5	21	2
4	I am actively involved during class discussions.	3	16	8	2	1
5	I feel bored during English class.	0	1	7	13	9
6	I need to have a more fun way of learning English in the classroom.	0	0	7	18	4

Appendix 2

Questionnaire Result of Evaluating Mentimeter

No	Items	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1	Mentimeter effects on in-class discussions that follow quizzes, polling, and discussions.	0	0	2	16	12
2	I am actively involved during class discussions.	0	1	8	17	4
3	Mentimeter is easy to use.	0	0	5	21	4
4	I get useful feedback from the teacher while doing learning activities with Mentimeter.	0	5	5	14	6
5	Mentimeter positively affects my learning during the class.	0	0	2	24	4
6	Mentimeter affects my interest and engagement in the class.	0	0	2	22	6
7	I want to keep using Mentimeter in English class with more various activities.	0	0	2	16	12

BIO STATEMENT

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A LOOK INTO DIALOGS IN AN INDONESIAN ELT COURSEBOOK

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Abstract: Driven by the national education curriculum goals to foster local content and character education, the past decades have seen a growing number of local and national publishers of English Language Teaching (ELT) coursebooks in Indonesia. While this phenomenon of emerging locally written ELT coursebooks deserves appreciation, I would argue the need to evaluate the linguistic plausibility, its degree of authenticity and plausibility as a human interaction (Gilmore, 2004; Timmis, 2016). This study draws on samples of dialogues taken from an ELT coursebook produced by Indonesian writers based on its linguistic and interaction authenticity by analysing the plausibility and the use of features of the spoken language. The paper aims to explore the extent to which the spoken language in the dialogs in the coursebook represents common features of authentic spoken language. The results of the analysis offer some suggestions on how teachers and material developers should pay attention to when using coursebooks in class.

Keyword: *authenticity, coursebook dialogs, ELT coursebook, ELT materials*

INTRODUCTION

The Ministry of Education and Culture, Republic of Indonesia has set the agenda for fostering character education through its K-2013 curriculum by the introduction of local wisdom and local culture primarily in the school-based education improvement initiatives. This agenda involves the government regulation which requires all school textbooks should be written by referring to K-2013 curriculum and follow Permendikbud No 8 2016 (Kemdikbud, 2018). This means that materials written in school textbooks are to reflect the five main characters -*religiosity, nationalism, independence, cooperation, and integrity* – and are in line with the goals and standards of basic and core competencies outlined by the curriculum. Following this policy is a growing number of school textbooks produced by local and national publishers. Indeed, generally in developing countries, textbooks could be used by a government as a vehicle to implement its national and cultural values (Mukundan, 2008).

The phenomenon of emerging motivated locally produced English Language Teaching (ELT) materials deserve appreciation. Firstly, Indonesian teachers and learners now have more options and references to use in supporting the English language teaching-learning process. As English is not yet widely used and spoken in everyday interactions, there used to be a high dependence on ELT material written and published by international authors and publishers. Secondly, we witness the motivation from local material writers to produce quality school textbooks which bring the spirit and principles of local wisdom and culture. These school textbooks may be seen to be more suitable as they use the local contexts and are aimed at creating a more relevant content to the learners' needs.

While this phenomenon of emerging locally produced ELT textbooks may be seen as an improvement, however, an investigation on coursebooks needs to be done as research shows that coursebooks may not sufficiently prepare students for the reality of language use outside classroom context (Gilmore, 2004). When Communicative Language Teaching started to revolutionise the norms of English Language Teaching (ELT), there has been a demand for presenting language in contexts which make communication using target language became more real and authentic. Authenticity itself is not a novel concept as it has been around since the end of nineteenth century when a linguist, Henry Sweet adopted authentic materials in his books and mentioned that only by using authentic materials, features of language could be proportionally presented and discussed (Gilmore, 2004). Authenticity refers to many things and how to define this concept may be influenced by several things. However, for the sake of making this concept related to the context and the objectives of the present study, I will follow the definition that authenticity relates to the language produced by a real speaker/writer for a real audience to convey a real message (Nunan 1989; Benson & Voller 1997).

In this paper, I would argue the need to evaluate samples of dialogues written in these textbooks by looking at its linguistic plausibility, its degree of authenticity and plausibility as a human interaction (Gilmore, 2004; Timmis, 2016). The study investigated the quality of 'real text' for 'real audience' and 'real purpose' which is often missed from textbooks, as the language presented in textbooks is generally designed to convey the message from the writers, and therefore often does not meet the learners' needs nor the representation of the real thing in life. With this perspective, we follow the idea that language models should, at the very least, result from a true communicative occurrence rather than something that was specifically made for language teaching or classroom context, as contrived language models frequently give learners inaccurate or incomplete representations of the L2 for a variety of discourse elements, such as lexicogrammatical choices, interactional features of contingent talk, pragmatics, and generic structure (Gilmore, 2019). Sheldon (1988) mentioned that we need to evaluate textbook for at least two reasons. First, this will help both the teachers and the program developers in selecting the appropriate textbooks. Second, the result of evaluation will inform teachers about the strengths and weaknesses of the book in order to guide them when making necessary adaptation to the materials.

Why a look at dialogues in the textbooks?

Dialogues play a major part in language teaching and serve quite many functions. According to Timmis (2016, p.145), dialogues written in coursebooks are designed to meet at least one of these following functions:

- (1) Providing models of new grammar, vocabulary, and functions.
- (2) Providing models of interaction.
- (3) Providing models of discourse sequences (e.g., making an appointment at the doctor's)
- (4) Providing listening practice.
- (5) Providing pronunciation practice.
- (6) Providing speaking practice.
- (7) Transmitting socio-political messages.

The dialogue below, taken from the coursebook *Touchstone the second edition* (McCarthy et al., 2014) could give an example of how some of the functions above are conveyed.

Listen. What do Ted and Phil have to do before dinner? Practice the conversation.

- Ted : I guess it's my turn to cook dinner. So, what would you like?
Phil : Um, I'd like some chicken. Do we have any?
Ted : Um, no, we need to get some. We don't have any vegetables either. Would you like to go out for pizza?
Phil : Again? No, I'd like to stay home tonight.
Ted : OK. Then we have to go to the grocery store.
Phil : Well, I went grocery shopping last week. I think it's your turn.

This dialog serves at least four functions: to provide listening practice, to provide models of grammar (*how to use 'some' and 'any' in sentences*), to provide models of functions (*how to make offers using 'what would you like?'*), and to provide speaking practice (*as the instruction says that students should practice the conversation*).

Dialogues are fundamental in language teaching and learning simply because the primary goal for learning a language is for the learners to be able to use it for communications and dialogues are the most common type of interactions used when people communicate. Dialogues are central to human discourse as it is through talks and dialogues that social values and relationships are enacted (Thornbury & Slade, 2006). Hence, dialogues portray social landscape of a particular group of culture and how they practice their norms and values. Dialogs also serves as instances of real interaction, hence, need to have features of authentic conversation so that they can prepare students to perform a various communication purposes and situations. All this provides the grounds to why investigation and evaluation of dialogues written in ELT textbooks written by local writers' worth looking.

Features of Authentic Spoken Language

In the reality of ELT, Gilmore (2004) reports that many textbooks still lack features of authentic dialogues although more recent books begin to adopt more natural discourse features in their dialogues. McCarthy & Carter (1995) present a result from their study on CANCODE corpus on the fact that standard grammars often fail to account for common features in spoken discourse such as ellipsis at the beginnings and ends of clauses ('heads' and 'tails'). Biber, Conrad, and Reppen (1994) also reveals that most of ESL/EFL grammar covers similar topics and organisations generally based on the authors' concern of difficulty or teachability, and that what is prioritised in pedagogical grammars often does not match the real language use. Wray (2000) focuses on the importance of formulaic sequences (idioms, collocations and sentence frames) in language learning, however language models presented in the classroom often lacking this aspect. Formulaic sequences will help non-native learners who have difficulties distinguishing what is natural from what is grammatically possible but non-idiomatic. Using authentic materials from real dialogues from TV programs may be one of the reference materials to be used to improve learners' ability in producing more natural language.

Besides the degree of authenticity, Timmis (2016, p.146) suggest that instead of the notion authentic, the textbook's dialogue should also have '*linguistic and human plausibility factor.*' While '*linguistic plausibility*' refers to common features of natural conversation, the '*human interaction plausibility*' factor relates to Carter's (1998) arguments on 'can-do' representation in textbook interactions. The term linguistic plausibility refers to how appropriate and natural an interaction is by looking at spoken language features such as *false starts, repetitions, pausing, backchanneling* and other features such as the length and tone of the dialogues. A dialog, according to Thornbury (2005) should have the interactive elements of spoken discourse including asking and answering questions, taking turns and signalling their intentions to speak, listening to or responding to others when they are speaking, occasionally interrupting and grunting, laughing, or chuckling to indicate agreement or amusement. Dialogs should never fall flat, as the characters in the dialogs - which are humans- have emotions. The next criteria for evaluation, the plausibility as human interaction, focused on how natural the interactions, the characters, and the setting are likely to happen in real life. Textbooks often gives learners a distorted picture of reality, as if everything will run smoothly, there will be no conflict, and relationship among speakers is always harmonious. In fact, the reality of human interactions may not always be as smooth and easy. Sometimes, people are not always willing to help, and miscommunications are not so easy to avoid.

METHODS

This paper attempted to analyse how authenticity of the language use in the dialogs and the authenticity of the dialogs as human interaction are reflected and presented in ELT school textbooks written and published local writers. In helping to evaluate the authenticity, and linguistic plausibility of the dialogs, the researcher consults the dictionary and an online corpus which is accessible for free – such as Corpus of Contemporary American English (COCA) and a native speaker colleague to give his judgement for phrases or words samples. This native speaker was selected as he has an extensive experience teaching English as a Second Language for more than five years. Each word and phrases will be presented in its context (i.e., the dialogue) and will be discussed in the following section. Because of the time limitation, the researcher will select and analyse four sample dialogs from the book "*When English Rings A Bell*" (Wachidah et.al., 2016).

The research follows these steps in collecting and analysing the data:

1. Collecting dialogs from the coursebooks
2. Identifying language features conveyed in the dialogs
3. Classifying dialogs which present the similar criteria in terms of the presence and absence of certain language features
4. Present sample dialogs to be analysed based on the theoretical framework

RESULTS AND DISCUSSIONS

Sample extracts from the dialogues in the coursebook was analysed below by focusing on its linguistic authenticity or whether or not the phrases or clauses sound natural and commonly use in real communication, along with the comments made by a native speaker of English and relevant corpora information are displayed below.

Table 1. Analysis on sample extracts' linguistics authenticity

Extracts	Dictionary/Corpus information	Native speaker comment
<i>That sounds a good idea.</i>	Sounds is followed by an adjective not a noun phrase e.g., <i>sounds good, sounds great, sounds interesting.</i>	Not natural. It's more natural to say, "That sounds like a good idea."
<i>Please write down your identity here.</i>	Write down and identity do not collocate. We can write about identity, or write down our personal information.	It's not natural. It's more natural to say, "write down your personal information or fill out this form with your personal information".
<i>She eats a lot fish.</i>	The preposition "of" should be used before "fish"	It should be "a lot of fish"
<i>I'll leave for Bali tomorrow.</i>	If this trip is planned, the sentence should be written as "I'm leaving for Bali tomorrow".	<i>It seems like "I'll be leaving for Bali" or "I'm leaving for Bali tomorrow" is more natural.</i>
<i>I live on Jalan Buntu. To be precise, I live at 10 Jalan Buntu, Makassar</i>	"to be precise" is not found in sentences telling about address. The phrase indicates that we are giving more detailed or accurate information than we have just given, for example: "Thomas is not a train, but a locomotive, to be precise, a steam locomotive".	Just say, "I live at Jalan Buntu 10, Makassar"

Analysis of the dialogues

a. Example 1



Fig 1. Short dialogs on ways to greet people

The short dialogs take place in different situations to show different degrees of formality. There is an example where the exchanges occur in formal situation between family members and between a student and teacher, and the greeting used is "Good morning". Although in reality, family members do not always greet in a formal way, it seems that the writers aim to show and teach about politeness. However, it may be important to also teach the students variations in learning how to greet others. In fact, it is quite common to only say, "Morning", which perhaps sounds less formal but is still polite. Also, students need to be exposed to a variety of different ways to respond to "How are you?", instead of repeating the "fine", students could learn other words or phrases such as, "good", "very well", or "alright". It should be noted that dialogs serves as vocabulary models and speaking practices, so it only makes sense to provide rich resources for the students to learn various phrases to help them express their meaning more effectively.

b. Example 2

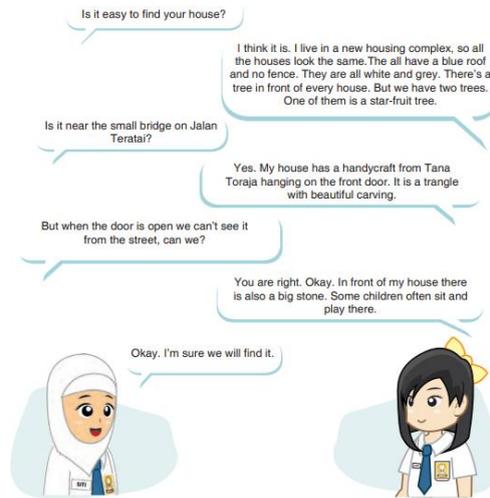


Fig 2. Two friends are having a conversation about a house.

This dialog has no context information which makes it difficult to infer about the type and level of relationships the speakers have. The instruction on the top page says, “We will play the roles of the speakers in the conversations about Lina’s house.” They have just met or they may be classmates. Due to the missing context information, we cannot infer why suddenly the other student was asking if it was easy to find Lina’s house, but it is also interesting that she guessed correctly that Lina’s house is near a small bridge on Jalan Teratai, which in a way contradicted the earlier question when she asked if it was easy to find Lina’s house. Hence, the dialog sounds less authentic as a real human interaction. On another note, the dialog was written very neatly, with no common spoken language features such as pauses, repetition, false starts. There is even one turn where Lina is speaking seven continuous sentences, which is something quite rarely occur in a real conversation. Again, spoken language is often messy, as speakers do not need or have much time to prepare what they are going to say. In casual conversation like this, we also have the convenience for clarifying or correcting things whenever we give incorrect information or the interlocutor missed anything we have said. One spoken language feature which we can see in the dialog is the use of backchanneling, through the speaker’s responses such as “yes” and “okay”.

c. Example 3



Fig 3. A friend is describing a person over a phone call

In this dialog example, we learn that these two friends are in different places -one in a bus terminal calling the other speaker to describe a person he is supposed to find in the terminal. This dialog aims to teach learners how to describe people's appearances and clothing. The length of the dialog is fine and we can find backchannelling is used throughout the exchange. One main issue with the dialog would be the plausibility of the dialog to occur in real life. As we read the dialog, we might question, if the two speakers are speaking on their phones, why did not they have a picture to help the speaker find the person. Imagine how large and crowded a bus terminal is, and how difficult it would be to find a person we never met with only relying on the clues given by someone over a phone call. When writing a dialogue, writer have the tendency to pay more attention to the grammar aspect or vocabulary item to introduce to learners. However, it is also important to put more careful thought in creating a plausible context and a situation which allow such conversation to naturally occur in real situation.

d. Example four

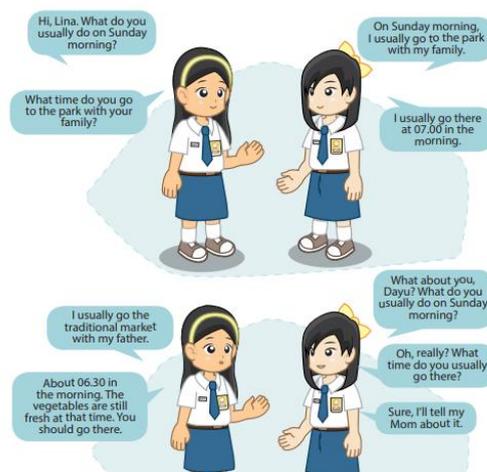


Fig 4. Two students talking about their activity on Sundays

One distinguishing feature of spoken language is omission -where speakers often do not speak a complete utterance and omit background information as they know the person and they are sharing the same context or situation. Hence, when answering the question, "What do you usually do on Sunday morning?" a speaker may just respond shortly by saying, "hmm, I sometimes go a park with my family" without having to repeat the phrase "On Sunday morning", although we know saying this complete sentence is not incorrect. Another thing to discuss from this dialogue is the use of the word 'really'. This word can serve well as a discourse marker and has several meanings. It may signify the need for confirmation, or an expression of surprise, anger, or interest. However, what was portrayed in this dialog was a bit odd. The word 'really' is used after a sentence 'I usually go to traditional market with my father.' It is unclear whether the response expresses surprises or needs for confirmation. Is it perhaps still surprising that a father accompanies his children to the market? Or is it surprising that Dayu went to a traditional market?



Fig. 5. The definition of the word ‘really’.
 Source: <https://dictionary.cambridge.org/dictionary/english/really>

The dialogs in the coursebook have been written with simplification to produce a clean exchange between two or more speakers which aims to help learners focus on the target language features. However, the clean dialogs will not help learners to be ready to participate in real language interaction which are often messy and unpredictable (Tomlinson & Matsuhara, 2018). Findings in this research on the lack of authenticity of languages used in the coursebook’s dialogs resonates with previous research where the use of English in textbook may sound bookish or less natural (Gilmore, 2004; Gilmore, 2007; Handayani, 2016).

One strategy to improve the authenticity of coursebook dialogs is by paying attention to the linguistic interactive devices, such as back channels, discourse markers, and chunks, are employed extensively in conversations for a variety of purposes, including indicating the shift in the speaker's turn or the connection between talks (Thorburry, 2005). In this case, it would be recommended that material writers consult the dictionary or the corpus to check commonly used phrases or chunks which will improve the authenticity of the language they use as well as provide rich and natural language resources for learners. An example of the language chunks which may be used in dialogs are presented in the table below. It is unfortunate that after checking on the coursebook on how much it used these most common chunks, the researcher only found 6 chunks.

Table 2. A list of three-word chunks found in the coursebook

Three-word chunks found in the coursebook	frequency
I don't know	1
A lot of	6
One of the	2
This is a	1
The end of	1
You have to	1

Table 2. A list of the top ten most frequent three-word chunks from ACAD and CANBEC Corpus.

	CANBEC	per m		Spoken ACAD	per m
1	I don't know	642	1	a lot of	477
2	a lot of	563	2	I don't know	469
3	at the moment	485	3	one of the	442
4	we need to	438	4	you can see	364
5	I don't think	378	5	this is a	358
6	the end of	376	6	you have to	343
7	in terms of	243	7	this is the	338
8	a bit of	241	8	in terms of	300
9	be able to	237	9	a sort of	297
10	at the end	235	10	there is a	276

CONCLUSION

The coursebook written by Indonesian writers under study has shown to use dialogs to teach character values (e.g., respects, politeness, curiosity, and friendliness). However, there has been lack of authenticity in terms of linguistic and real interaction as analysed from the sample dialogs. There are some recommendations to offer in order to improve the authenticity and the plausibility of the dialogues written in the samples discussed above. Firstly, material writers need to take into accounts the functions of dialogues in ELT -that they do not only provide appropriate language models, but also to provide models of authentic and natural interactions. This includes the importance of thinking carefully about context for the dialogues – the characters, the relationship of each character, the purpose of making conversation. Secondly, writing materials -especially dialogues- for ELT coursebooks takes not only linguistic competence. This requires pragmatic and sociolinguistic competence as well -including knowledge in spoken language grammar and features, so that writers can provide appropriate language input for learners. This is to make sure that the language used is appropriate for the context and the speakers' situation. It should not be too formal or less polite. Tomlinson (2013) argue that a good material provides learners with affective engagement – to feel excited, to feel empathetic, to feel sorry, etc which will help learners acquire communicative competence more effectively compared to when materials are presented as a bland, safe, and neutral so that no emotional responses stimulated. However, material writers should exercise cautions when creating a situation which stimulate learners' affective engagement as this requires ability to provide appropriate responses through appropriate language models. The study also encourages material writers to consult the corpus and use authentic materials to increase relevance and learners' engagements. In conclusion, the growing number of locally published school textbook should be seen positively. The analysis of the coursebook dialogues and the recommendations proposed in this paper are expected to give encouragement and motivation for local material writers to produce a higher quality content which would be more relevant and appropriate for Indonesian context, while also promoting natural and authentic use of English Language.

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BIO STATEMENT

Entusiastik completed her master's in TESOL at the Institute of Education, University College London. She currently teaches at the Faculty of Teacher Training and Education at Universitas Islam Kadiri. With this role, she gained the access to train both pre- and in-service English Language teachers. Alongside this work, she has been serving as a program consultant for English Massive -an official English learning program run by the city government of Kediri, in which she helped design the curriculum and workshops for the tutors.

DIFFERENTIATED TEACHING APPROACH IN AESTHETIC AND EFFERENT READING COMPREHENSION ACTIVITY

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Abstract: The role of the teacher to analyze the students' learning style is important thing in determining the appropriate technique and method based on the students' interests and needs in differentiated teaching approach. It is supported by Gibson (2013) stated that Differentiated instruction nowadays is a vital tool to engage students and address the different needs of all students. This study aimed to implement the differentiated teaching approach in aesthetic-efferent reading comprehension activity. This study was qualitative research. The students at one of senior high schools in Pangkalpinang were the participants in this study. This study employed three techniques in data collection; they were observation, interview, and questionnaire. The data from observations were analyzed qualitatively to investigate their actual interaction in applying the differentiated teaching process in aesthetic-efferent reading comprehension activities. The data from interviews were transcribed and analyzed based on research questions while Questionnaires are developed to describe students' attitude toward differentiated teaching approach in this study. The questionnaires portrayed the students' attitude toward the implementing differentiated teaching approach, were formulated; they were Positive, Neutral, and Negative as suggested by Azwar (2012). The results of study showed the implementing differentiated teaching approach gave the contribution to develop the student's aesthetic-efferent reading comprehension. In addition, it revealed that using various materials for teaching aesthetic-efferent reading comprehension skill to match the students' different needs and interests to facilitate students in aesthetic-efferent reading comprehension activities was effectively. Students were so enjoyable in learning process since they had various of material and teaching methods for the difference learning style. And students' attitude toward the implementing differentiated teaching approach in aesthetic-efferent reading comprehension activities was positive.

Keywords: *Differentiated Teaching Approach, Aesthetic-efferent, Reading*

INTRODUCTION

Teaching and learning English as a foreign language at school is commonly filled by the number of students who possess individual differences in the students' style learning. They have various background which affect to their interests and ability. The implementation of differentiated teaching offers the chance for the students how to facilitate them to get the equal opportunity in learning English effectively. It means that the differentiated teaching has the advantage how to recognize the students' abilities, interest, and talents. Moreover, it can assist the teacher how to teach the students base on their interest, abilities, and talents.

The data showed that the students at senior high school 1 Pangkalpinang still have found the difficulty in students' reading comprehension activity. In this case the literary works. The

students are still confused how to understand the text, the topic of the text, determine the main idea for each paragraph, analyze the moral values from the text. Those activities showed that the students don't have good motivation in reading comprehension activities, since their teacher still used traditional learning approach. The teacher gave the text to the students, then teacher asked them to read it by them self. After that teacher asked them to answer the question given. These activities are always done every meeting that made students so boring. The teacher never asked the students how to evaluate the students' reading comprehension activities, how to manage the classroom atmosphere in appropriate place and students' interest and needs. Based on the background of the problem above, the writer tried to find the best way how to minimize the problem by analyzing the point of the problem. The writer tried to analyze how the students learning style, interests and needs by differentiated teaching approach.

Reading comprehension activities by exploring literary works is by enabling students to comprehend text, such as song, short stories in narrative text, and poetry to master its language features, which built the text (Kemendikbud, No 64, 2013). Furthermore, Mickulecky (1990) and Many (1991) stated that mastering language features means that the students are not only able to understand the structure of the text, to understand kind of verbs used in the text, to know the purpose the text being responded, to understand grammatical features used in the text, which is refers to efferent reading comprehension process but also to comprehend moral value of the text which refers to aesthetic reading comprehension process by connecting the text they are responding to their live through experiences, thoughts, feelings, and images, which emerged.

In addition, Premawardhena (2006) stated, "lack of appreciation for literature, in general, due to traditional teaching methods and the stigma attached to it as being a difficult and uninteresting area also results in the students' further drawing themselves away from the literature". Then, teaching Foreign Language Literature to non-native-speaking students is not always an easy task. In some cases, it is itself a situation taken from the absurd, in which the students are supposed to read books in a language they hardly understand and then they discuss structure, author's style etc. (Turker,1991). It is meant that teaching foreign language literature need more attention to make the students more interest and enjoyable, then the fact shows that the learners find the difficulties to understand the words, phrases, and sentences which written in the literature products, they have to understand all the sentences in the text to make them know what the point of the moral value that's the reason why they think that they have to spend all the time just to understand the text from the literature products. "They devote less time to reading literature. (Premawardhena, 2006).

According to the phenomenon happened above, Murley (2010) reported that teachers carry the heavy responsibility of engaging to the immerse learning varieties in their classroom. It means that the role of the teacher in the classroom has the important point how to manage the learning activities based on the students learning style. Teacher needs to select the differentiated teaching approach as the best way how to teach reading comprehension well. Teacher needs to know how to teach reading comprehension based on the students' learning style and needs. It is related to Obeidat and Abu Al-Sameed, 2007 stated that the teacher's provision of differentiated teaching depends on the need to know each student in the class, and on the teacher's choice of appropriate strategies to teach each student, as differentiated

teaching considers the individual characteristics of the learners and their previous experienced with aims of raising the level of all learners.

Furthermore, Magableh Ibrohim and Abdullah Amelia (2020) explored the effectiveness of differentiated instruction for reading comprehension achievement. The writer conducted the study for elementary school and applied the differentiated instruction strategies of flexible group, tiered instruction, and tiered assignments in content, process, and product. The result showed that employing the differentiated instruction for operational in improving EFL students' reading comprehension attainment for grade four and five Jordanian Students. Next study conducted by Saleh Eid Ahmad (2021). The writer also implemented differentiated instruction in improving reading comprehension skill in the EFL secondary grade in Bahrain. The study adopted the quasi-experimental research for experimental and control group. The study showed that the experimental group outperformed the control group which showed that differentiated instruction strategies helped to develop students' EFL reading comprehension skill.

Relating to the previous study, the writer would like to combine both aesthetic and efferent reading comprehension in exploration the literature products by applying differentiated teaching approach. The writer assumes that students have different interests, talented and hobbies, because "any reading program that substantially increases the amount of reading will affect their reading achievement" (Routman, 2002). Furthermore, improving student' amount of reading activities by giving various text to read, enjoying their reading comprehension activities which stories belong to their like and interest. It means that students had significance reading comprehension improvement when they read the text based on their interests and likes. Therefore, the purpose of the study is to investigate how effect of differentiated teaching approach for the students' aesthetic – efferent reading comprehension activities for the students of the first grade.at senior high school 1 Pangkalpinang.

Based on background of the problem mentioned previously, the research questions of this study are formulated as follows:

1. How does the differentiated teaching approach facilitate the students' aesthetic-efferent reading comprehension activities?
2. How are the students' attitude toward the differentiated teaching approach in aesthetic-efferent reading comprehension activities?

METHODS

This study used qualitative approach that is considered appropriate to "explore attitudes, behavior, and experiences (Dawson, 2007). Furthermore, according to Emilia (2009), this study also refers to case study because "it is carried out in a small scale and a single case, and it focuses on one particular instance of educational experience or practice." The single case in this study refers to applying the differentiated teaching approach to support students' aesthetic-efferent reading comprehension activities.

Case study research design in this study, which seeks to present a complete description of a phenomenon within its context, refers to descriptive case study and seeks to describe how differentiated teaching approach is implemented to support aesthetic-efferent reading

comprehension activities. The processes of differentiated teaching approach are observed, analyzed, and interpreted to understand how the differentiated teaching approach facilitate in reading aesthetic-efferent reading comprehension activities within its context. Moreover, classroom observations, interviews, questionnaires, are administered in this study.

Classroom observations, interviews, and questionnaire analyses in this study are aimed to get deeper understanding of phenomenon of differentiated teaching approach from participants' point of view. The classroom observations, interviews, and questionnaires are employed as multiple sources of evidence to allow for in-depth study.

Respondent of the Research

The research site of this study is a Senior High School in Pangkalpinang, Bangka Belitung. The school is chosen as the research site. From the second grades at the school, there are eleven classes from the second grade. Every class contains about thirty-five students. The students are assigned into six parallel classes of science major, One class of Language and three parallel classes of social major at the second years academic. Then, one group from the six parallel classes of science major is assigned to be the research sample. The purposive sample is assigned to obtain the sample from the population in this case study research. The sample of the research was given the treatment by teaching them using differentiated teaching approach in aesthetic-efferent reading comprehension.

Research Variables

This study consists of dependent and independent variables. Aesthetic-Efferent reading Activities was dependent variable and integrating differentiated teaching Approach was independent variable.

Instruments

Research instrument is a tool which used by researcher in conducting the activity to collect the data. In this study, the writer used to questionnaire as the instrument to find out the result of the study. Questionnaires are developed to describe students' attitude toward differentiated teaching approach in this study. The questionnaires portray three componential viewpoints. They are cognitive component, which refers to participants' ideas and beliefs in differentiated teaching approach, affective component, which refers to participants' feeling and emotions toward differentiated teaching approach, and behavior component, which refers to participants' action tendencies to differentiated teaching approach.

Data Analysis Techniques

The data analysis technique seeks to describe how differentiated teaching approach facilitate students' aesthetic-efferent reading comprehension. The data collection in this study is based on main data from observations, semi-structured interviews, and questionnaires. All the data are transcribed and categorized to find central themes. Then, the data are interpreted in a condensed body of information in accordance with research questions and lastly conclusions could be drawn.

Furthermore, to answer the first research question, “how does differentiated teaching approach facilitate students’ aesthetic-efferent reading comprehension activities? The writer obtained the data by class observations and interview. Class observations are administered for 60 minutes a week for approximately two months. Information is identified in class observations to get rid of information. In this study, the writer used an observation protocol during the observation. In this study, the writer did the observation and gain the information when the differentiated teaching approach in aesthetic-efferent reading comprehension activities.

This study employed participant observer and attempts to gain thorough description of two aspects. First, describing how does differentiated teaching approach facilitate students’ aesthetic-efferent reading comprehension activities, this is aimed to check the observation administered by researcher where observation notes are written immediately after each session.

Then, Interview in qualitative research seeks to describe phenomenon under studied and to portray meanings of central themes in the life world of the subjects. By having an interview, the central meaning of what the participants say can be portrayed that lead to central themes of the subjects’ world lives. In other words, the main task in interviewing is to understand the meaning of what the interviewees say. The interview seeks to cover both factual and meaning level. The interviewer can track in-depth information around the topic. Furthermore, collecting, analyzing, and interpreting data from interviews in this study are done constantly moving back and forth until new information does not add to their understanding of a topic in this study.

Some students, considered as key participants “whose knowledge and opinions may provide important insights regarding the research questions,” (Hancock & Algozzine, 2006) are interviewed to gain their inner perspective on how differentiated teaching approach facilitate aesthetic-efferent reading comprehension, and how are students attitude toward differentiated teaching approach in aesthetic-efferent reading comprehension.

There are ten students from the thirty-five are interviewed. As Kvale (1996) states, “in current interview studies, the number of interviews tend to be 15 ± 10 ,” by administering an interview guide or protocol since an interview is conversational that has a structure and purpose.

Every participant from those 10 key informants in this study is interviewed in certain place for approximately 15-minute every student once in two weeks while focus group discussion is administered twice during this study. The interviews are recorded by using recording interview data, audiotape, to avoid losing of valuable information and then “transcribed in order to categorize information into a coding scheme” (Hancock & Algozzine, 2006). Moreover, doing an interview conducted by participant observer may lead to bias.

To minimize bias in verbal report, Emilia (2009) states that removing possibility of verbal report to pleasant teacher as the researcher, who is also the interviewer; interviews are administered by another teacher who does not participate in teaching program. The interviews are administered in Bahasa Indonesia to allow students to express their ideas in

more elaborated way two weeks after interviews in stage one by inviting a mid and a high achiever.

The second research question is how are students' attitudes toward differentiated teaching approach in aesthetic-efferent reading comprehension activities?

In this case, the writer obtained the data by class observation and questionnaires. Questionnaires are developed to describe students' attitude toward differentiated teaching approach in this study. Then, the categories of the students' attitude in differentiated teaching approach in aesthetic-efferent reading activities were formulated; they were Positive, Neutral, and Negative as suggested by (Azwar, 2012). the students' attitude in technology in differentiated teaching approach in aesthetic-efferent reading activities were categorized as follow:

Positive	$X \geq (37)$
Neutral	$(37) < X < (23)$
Negative	$X \leq (23)$

RESULTS AND DISCUSSION

Differentiated Teaching Approach facilitates Aesthetic-Efferent Reading Comprehension Activities

For the first research question, the writer focused on integrating differentiated teaching approach for students' aesthetic-efferent reading comprehension activities. The writer identified the students learning style based on the students' needed and interests. Then, grouping the students by interests, skills, abilities to facilitate the students in aesthetic and efferent reading activities.

After students are classified based on the students' learning style. Then, teacher grouped them based on the same learning style, interested and topic in aesthetic and efferent reading activities. The students on their group choose their topic of the text, then discussed the text together. After they have known the content of the text, teacher assist them by giving the question in aesthetic reading activities. Aesthetic reading comprehension is characterized by students' effort to comprehend a text by connecting the text they are studying to their live through experiences, thoughts, feelings, and images, which emerged," (Many, 1991). Then, Efferent reading comprehension is characterized by reading activities where reader is directing his attention toward information to be taken away during reading event," (Prather, 2001).

To measure the data of the research, the writer compared two classes which classified into the differentiated teaching approach class and traditional teaching approach class. Then, the writer obtained the data form observation during the teaching process. The class which applied the differentiated teaching approach were enjoyed the atmosphere of the classroom since they explored the text of reading based on their interesting, students' learning style. The class was so clouded, the students did many discussions in understanding the content of the text. The results showed that differentiated teaching approach class positively contributed to the students' aesthetic-efferent reading comprehension, it showed that the

students' score in aesthetic and efferent reading activities has increased. The study revealed that there was a significant relationship between differentiated teaching approach and the improvement of students aesthetic-efferent reading comprehension. The more students applied differentiated teaching approach, the stronger their understanding of aesthetic-efferent reading. It meant that students who were taught by differentiated teaching approach have done the better test in aesthetic-efferent reading comprehension.

Table 1. The result of Students aesthetic-efferent reading comprehension activities test

Reading Activities	Average Score Quiz 1	Average Score Quiz 2	Average Score Quiz 3	Average Score Quiz 4	Average for all tests
Aesthetic	78	86	86	90	85
Efferent	74	88	90	94	87

The following figure showed the differentiated teaching approach in aesthetic-efferent reading activities facilitate the students to increase their reading skill

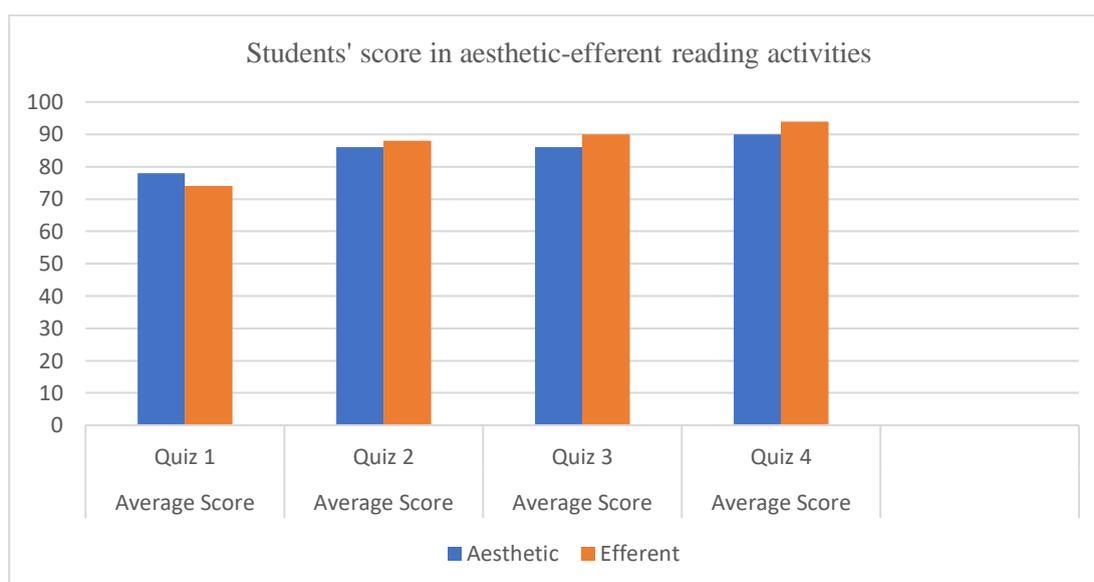


Figure 1. The Students Score in Aesthetic-Efferent Reading Comprehension Activities

Furthermore, the excerpt from the interview and observation class with some students below showed how differentiated teaching approach facilitated students in efferent reading comprehension activities.

Pembelajaran yang diberikan tidak membosankan... guru mengelompokkan siswanya menjadi beberapa kelompok sesuai dengan ketertarikan dan gaya belajar siswanya, hal ini sangat menyenangkan bagi kami dikarenakan kami memiliki kesamaan dalam menentukan teks yang kami baca.. (S4)

(The teaching and learning provided is not boring... the teacher grouped the students into several groups according to the interests and learning styles of the students, this is very enjoyable for us because we have similarities in determining the text we read. (S4)

Dengan banyak jenis teks yang diberikan, pembelajaran bahasa Inggris menjadi lebih menyenangkan, kami bisa memilih teks yang kami sukai dan belajar bersama kelompok yang memiliki kesamaan dalam belajar. (S1)

(By the various of text given, learning English becomes more fun, we can choose the texts that we like and study with groups who have similarities in learning)

Pada kegiatan pemahaman membaca teks, memberikan kesempatan kepada siswa memahami teks dengan mudah dikarenakan teks yang diberikan sesuai dengan ketertarikan siswa, selanjutnya guru memberikan pendalaman materi dengan mengaitkannya ke dalam kehidupan sehari-hari (aesthetic) selanjutnya untuk memperdalam materi pemahaman teks, guru memberikan quiz untuk mengukur kemampuan siswanya dalam memahami teksnya (efferent) (S5)

(In reading comprehension activities, it provided opportunities for students to understand the text easily because the text given was based on the students' interests, then the teacher provides a deepening of the material by relating it to everyday life (aesthetic) then to deepen the text understanding the text, the teacher gives a quiz to measure the students' ability to understand the text (efferent) (S5)

(28/11/2021 & 12/12/2021)

The excerpt from individual interview above shows that students were enjoyable in learning English for aesthetic-efferent reading activities. The students feel so relax since they have learned the text based on their choice. It means that the differentiated teaching approach was so effectively used to support the teaching and learning English well. Differentiated teaching approach facilitated students in aesthetic-efferent reading comprehension activities to be more effectively. Implementing differentiated teaching approach assess students' performance to express their knowledge, interests, and ability. It was related to Tomlinson and Imbeau (2010) stated that in order to differentiate effectively, the teacher should fully understand the students' differences, learning style, and abilities and the suitable approaches of differentiated instruction and assessment.

Students' Attitude toward Differentiated teaching approach in Aesthetic-Efferent Reading Comprehension Activities

This study also examined students' attitude toward differentiated teaching approach in aesthetic-efferent reading comprehension activities. To collect the data on students' attitude toward differentiated teaching approach for aesthetic-efferent reading comprehension activities, questionnaires were developed. In addition, data from questionnaires in this section was also supported by data gathered through interview.

Data from questionnaires, which portrayed students' attitude toward differentiated teaching approach, was described, as follow:

Table 2. Students' Attitude toward differentiated teaching approach in Aesthetic-Efferent reading activities

Categories	Students' Attitude	
	Number of Respondents	Percentage
Positive	29	82%
Neutral	7	18%
Negative	-	-
Total Respondents	36	100%

The data showed that 29 students or (82%) students had positive attitude toward differentiated teaching approach in Aesthetic-Efferent reading activities, while 7 students or (18%) students' attitude was neutral.

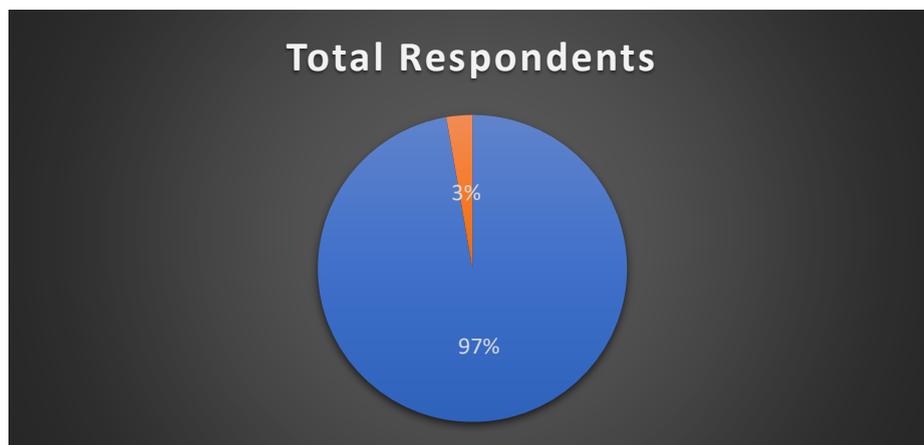


Figure 2. The students' Attitude toward differentiated teaching approach in Aesthetic-Efferent reading activities

The students understood the text well in aesthetic-efferent reading comprehension activities which explained by teacher while (29 students) claimed that learning aesthetic-efferent reading by differentiated teaching approach was enjoyable. By implementing differentiated teaching approach in various learning style, material and process, the students felt easier in understanding the text in aesthetic efferent. Differentiated teaching approach helped students in aesthetic-efferent reading comprehension (29 students) since the learning process support their ability and interests. The students were motivated in understanding the text easily since they can choose the text which interesting for them to read.

From the interpretation above, it was found that that the students' attitude was positive toward the implementing the differentiated teaching approach in teaching aesthetic-efferent reading comprehension. By knowing the students learning style and their interest improved students' aesthetic-efferent reading activities.

CONCLUSION

The study revealed that the students' improvement in aesthetic-efferent reading comprehension activities for the student's science class could be achieved by applying differentiated teaching approach. It showed that the students more have good motivation in learning aesthetic-efferent reading activities by grouping them based on their interest, ability, and passion. The students showed their interests by choosing the topic/theme based on their interests. The data showed that the increasing achievement in some quizzes for reading activities.

It was clear that the proposed differentiated teaching approach and activities were advantage in encouraging the students for participating in aesthetic-efferent reading comprehension activities. The differentiated teaching approach helped to understand the reading text well and automatically answer the questions correctly. The students were enjoyable since they were grouping with other students in the same learning style, So, it means that by differentiated teaching approach in various strategies in learning while the students answering the questions in aesthetic-efferent reading questions since they improved their reading comprehension skill.

ACKNOWLEDGEMENTS

Thanks to Allah SWT, my study was finally completed. In this section, I would like to express my gratitude to people who have given me valuable helps and supports during my research. First, my great appreciation and heartfelt thanks are dedicated to my Principle of SMAN 1 Pangkalpinang, Efri Rantos, S.Pd. for their continuous encouragement, kindness, and valuable advice that motivate me during this research. Second, my great respects and special thanks are also addressed to Mrs. Formiyeti as my partner who always accompanied to come to my class in teaching process during the research. Third, I would like to address special gratitude to my beloved husband Sri wantoro and her daughters were Jihan and Putri, for their supports, encouragements, never-ending understandings, loves, encouragements, and prayers throughout my research. Hopefully, this research gave the positive contribution to English teachers. The writer thinks that the research is still far from being perfect. Therefore, some suggestions are expected to make a better one in future.

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APPENDICES

KUESIONER SIKAP SISWA DALAM MEMBACA PEMAHAMAN TEKS AESTHETIC-EFFERENT DALAM PENDEKATAN PEMBELAJARAN BERDIFERENSIASI

Petunjuk Pengisian Kuesioner

1. Jawaban saudara tidak bernilai benar / salah. Mohon lengkapilah semua pernyataan yang tersedia.
2. Berilah tanda (X) pada kolom yang telah disediakan terhadap pernyataan sesuai dengan pendapat saudara (**SS = Sangat Setuju, S = Setuju, TB = Tidak Berpendapat, TS = Tidak Setuju STS = Sangat Tidak Setuju**)

A. IDENTITAS RESPONDEN

1. Nama Responden	:
	
2. NIS	:
	
3. Jenis Kelamin	:
	
4. Kelas	:
	

B. KUESIONER UNTUK SISWA

No.	PERNYATAAN	SS	S	TB	TS	STS
1.	Belajar pemahaman teks berbahasa inggris, saya berharap dapat membaca teks yang sesuai dengan kegemaran saya.					
2.	Saya berharap bisa memahami teks dengan mudah dengan berbagai macam teknik dan metode yang menyenangkan.					
3.	Dalam belajar bahasa inggris, saya sangat senang belajar bersama dengan teman-teman yang memiliki gaya belajar dan ketertarikan yang sama dengan mereka.					
4.	Belajar pemahaman teks berbahasa inggris, saya berharap bisa membaca beraneka teks seperti majalah/koran berbahasa inggris.					
5.	Belajar pemahaman teks bahasa Inggris, saya berharap dapat meningkatkan kemampuan membaca.					

No.	PERNYATAAN	SS	S	TB	TS	STS
6.	Belajar pemahaman teks berbahasa inggris dengan berbagai ragam jenis teks sangat menyenangkan.					
7.	Saya sangat menikmati membaca berbagai jenis cerita yang menarik dalam bahasa inggris					
8.	Saya senang bisa memahami teks bersama-sama dengan teman yang memiliki ketertarikan yang sama					
9.	Tidak menyenangkan memahami teks bersama-sama dengan teman yang memiliki ketertarikan yang sama					
10.	Saya merasa tertantang dengan memahami teks berbahasa inggris yang sulit					
11.	Saya merasa senang membaca berbagai jenis teks berbahasa Inggris					
12.	Saya suka membaca berbagai sumber teks berbahasa inggris.					
13.	Seandainya tidak ada Ujian sekolah, saya tidak akan belajar membaca teks berbahasa inggris.					
14.	Seandainya kemampuan membaca tidak diujikan dalam Ujian Sekolah, saya akan tetap belajar membaca teks berbahasa inggris.					
15.	Saya tidak punya keinginan membaca teks berbahasa inggris walaupun isinya menarik.					
16.	Saya tidak akan dengan sukarela membaca teks berbahasa inggris jika tidak karena pekerjaan rumah atau tugas membaca.					
17.	Belajar membaca teks berbahasa inggris, saya berharap bisa meningkatkan kemampuan saya dalam membaca					
18.	Belajar membaca teks berbahasa inggris, saya berharap kemaampuan dalam memahami teks secara aesthetic-efferent bisa dengan mudah dijawab.					
19.	Dapat membaca pemahaman teks berbahasa inggris, saya berharap dapat memahami lebih banyak lagi budaya dari negara-negara yang menggunakan bahasa inggris					
20.	Saya belajar pemahaman teks berbahasa inggris karena saya ingin meningkatkan kemampuan saya dalam mempelajari bahasa asing.					

BIO STATEMENT

The writer is Erni Yulianti. She was born in Manggar, on July 13, 1980. Right now, she is an English teacher at SMAN 1 in Pangkalpinang Bangka Belitung. She likes writing opinion and article in newspaper. She also has published some books and article, they are Merdeka, berkarya dan berbagi, Peran guru dalam pendidikan karakter, Praktik Baik Pembelajaran Literasi oleh Direktorat Jenderal Pendidikan dasar dan Menengah, and some articles, they are Genre Based Approach in Teaching Writing Analytical Exposition Text, published by Jurnal Pendidikan Progressif (UNILA) in 2017 and Implementing Moodle in Literature Reading comprehension activities to increase students' high order thinking skill in 2019, and implementing Ruang siswa to increase the students' motivation in reading activities in 2021 published by SEAMEO QITEP in Language. Right now, she is still active as a volunteer of Literacy program at her school.

REACT STRATEGY TO IMPLEMENT HIGH-ORDER THINKING SKILLS IN WRITING DISCUSSION TEXTS

Faiqotur Rosidah

SMP Negeri 3 Peterongan, Jombang, Jawa Timur

Abstract: This research on learning REACT Strategies to Implement Higher-Order Thinking Skills in Writing Discussion Texts aims to improve students' higher-order thinking skills in writing discussion texts at Sekolah Menengah Pertama Negeri 3 Peterongan. The REACT strategy put forward by Crawford (2001) is an acronym for relating, (2) experiencing, (3) applying, (4) cooperating, and (5) transferring (moving). This research is learning development research. The development method uses the ADDIE model proposed by Mollenda (2003) and developed by Brach (in Sugiyono, 2015: 39) which consists of the stage Analysis-Design-Develop-Implement-Evaluate. The subjects of this study were students in grade 9 (10 classes; with details of one small class, three limited classes, and six broad classes) at the Sekolah Menengah Pertama Negeri 3 Peterongan for the 2020/2021 school year totaling 312 students. The results of this study were based on indicators of high-order thinking skills in accordance with the instruments developed, this study succeeded in improving students' high-order thinking skills by 94% and based on the results of students' work in the form of group-written texts 100% complete and individually 91% complete. So, the REACT strategy can improve students' higher thinking skills in the basic competence of presenting discussion texts.

Keyword: *REACT strategy, HOTS, discussion text*

PENDAHULUAN

Higher Order Thinking Skills (HOTS) merupakan keterampilan berfikir tingkat tinggi yang menuntut pembelajar berpikir kritis, kreatif, analitis, terhadap informasi dan data dalam memecahkan permasalahan (Barratt, 2014). Berfikir tingkat tinggi merupakan jenis pemikiran yang mengeksplorasi pertanyaan-pertanyaan mengenai pengetahuan yang ada terkait isu-isu yang relevan dan tidak memiliki jawaban yang pasti (Haig, 2014). HOTS harus dilatihkan pada peserta didik agar mereka memiliki kecakapan yang dipersyaratkan dalam menghadapi dunia global di masa mendatang. Hal tersebut sejalan dengan harapan Direktorat PTK, Dirjen GTK, Kemendikbud dalam penjelasannya mengenai Bahan Ajar Pengenalan pembelajaran dan penilaian K13 edisi revisi, mengemukakan bahwa keterampilan kecakapan abad 21 yang diintegrasikan pada setiap pembelajaran tersusun dalam pengembangan pembelajaran yang berorientasi pada ketrampilan berpikir tingkat tinggi atau *Higher Order Thinking Skills* (HOTS) yang meliputi kompetensi ketrampilan 4C (*Creativity, Critical Thinking, Collaboration, Communication*).

Dengan pembelajaran yang berorientasi pada HOTS diharapkan kualitas pendidikan kita meningkat. Peningkatan kualitas siswa dapat dilakukan oleh guru yang berfokus pada peningkatan kualitas pembelajaran di kelas dengan berorientasi pada keterampilan berpikir tingkat tinggi tersebut. Desain peningkatan kualitas pembelajaran melalui HOTS ini perlu

terus diupayakan oleh para guru dengan beragam cara. Salah satu strategi pembelajaran yang dapat digunakan untuk meningkatkan keterampilan berpikir tingkat tinggi siswa adalah strategi yang dikemukakan Crawford (2001) dengan istilah yang disebut REACT. REACT merupakan akronim kegiatan pembelajaran yang diawali dengan *relating* (mengaitkan), *experiencing* (mengalami), *applying* (menerapkan), *cooperating* (bekerjasama), dan *transferring* (memindahkan). Kelima aspek sebagai strategi pembelajaran ini jika dikaitkan dengan taksonomi Bloom merupakan kegiatan yang dapat meningkatkan keterampilan berpikir tingkat tinggi. Strategi REACT ini dapat dimanfaatkan dalam semua mata pelajaran, termasuk Bahasa Indonesia.

Salah satu jenis teks dalam pembelajaran Bahasa Indonesia adalah Teks Diskusi. Teks Diskusi bertujuan untuk mengembangkan keterampilan berpikir kritis siswa terhadap suatu fenomena. Untuk dapat berpikir kritis, siswa harus mampu berpikir tingkat tinggi sehingga pemanfaatan strategi REACT ini menurut penulis tepat digunakan dalam teks ini. Hal ini dikarenakan selama ini pembelajaran-pembelajaran yang dialami siswa masih berkutat pada level, mengingat atau mengulang kembali dan sekadar memahami belum banyak tahap menganalisis sampai dengan mencipta. Dengan demikian, penelitian pengembangan *Strategi REACT untuk Menerapkan Keterampilan Berpikir Tingkat Tinggi dalam Menyusun Teks Diskusi* relevan dengan tuntutan pembelajaran saat ini.

Sesuai dengan latar belakang tersebut, rumusan masalah dalam penelitian ini adalah sebagai berikut: 1) Bagaimanakah pengembangan *Strategi REACT untuk Menerapkan Keterampilan Berpikir Tingkat Tinggi dalam Menyusun Teks Diskusi* di SMP Negeri 3 Peterongan?; 2) Bagaimanakah hasil pengembangan *Strategi REACT untuk Menerapkan Keterampilan Berpikir Tingkat Tinggi dalam Menyusun Teks Diskusi* di SMP Negeri 3 Peterongan

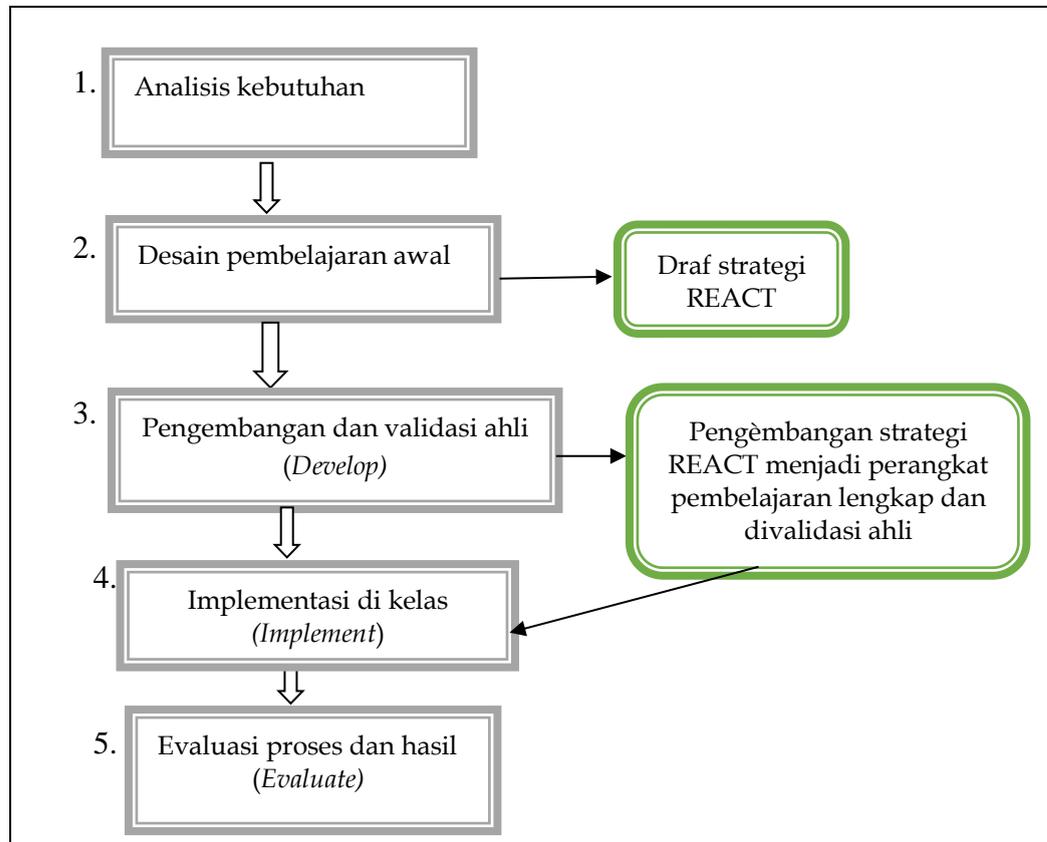
Dengan demikian, tujuan penelitian pembelajaran ini adalah sebagai berikut: 1) Mendeskripsikan pengembangan *Strategi REACT untuk Menerapkan Keterampilan Berpikir Tingkat Tinggi dalam Menyusun Teks Diskusi* di SMP Negeri 3 Peterongan; dan 2) Mendeskripsikan hasil *Pengembangan Strategi REACT untuk Menerapkan Keterampilan Berpikir Tingkat Tinggi dalam Menyusun Teks Diskusi* di SMP Negeri 3 Peterongan.

METODE

Penelitian ini merupakan penelitian pengembangan model pembelajaran. Alur penelitian pengembangannya menggunakan model ADDIE yang dikemukakan oleh Mollenda (2003) selanjutnya model ini dikembangkan oleh Brach (dalam Sugiyono, 2015: 39). Desain model ADDIE yang dimaksud merupakan kepanjangan dari *Analysis, Design, Develop, Dessiminate, Implement, dan Evaluate*. Model ADDIE menurut Cheung (2016: 4) mudah digunakan dan dapat diterapkan dalam kurikulum yang mengajarkan pengetahuan, keterampilan ataupun sikap. Selain itu, model pengembangan ADDIE ini efektif, dinamis, dan mendukung kinerja program itu sendiri (Warsita, 2011: 7)

Model ADDIE dalam penelitian ini digunakan sebagai alur penelitian untuk mengembangkan produk pembelajaran yang akan dikembangkan dalam kompetensi dasar menyajikan teks diskusi untuk mengembangkan keterampilan berpikir tingkat tinggi dengan

menggunakan strategi REACT. Paradigma desain ADDIE dan keterkaitannya dengan strategi REACT untuk meningkatkan keterampilan berpikir tingkat tinggi pada kompetensi dasar menulis teks diskusi dapat digambarkan pada bagan 2.1 berikut ini.



Gambar 1. Desain Penelitian

Adapun penjelasan masing-masing tahap penelitian pengembangan model ADDIE adalah sebagai berikut.

Analysis

Analisis merupakan tahap awal dalam mengembangkan penelitian model pembelajaran. Analisis yang dimaksud adalah analisis kebutuhan (*need analysis*) yakni analisis konsep, analisis tugas, dan analisis tujuan pembelajaran. Analisis kebutuhan ini mengidentifikasi masalah (kebutuhan) sedangkan analisis tugas adalah analisis prosedural yang dilakukan untuk mengidentifikasi tahap-tahap penyelesaian tugas agar tercapai kompetensi dasar. Oleh karena itu, output yang akan peneliti hasilkan tahap ini adalah berupa karakteristik atau profil calon peserta didik.

Design

Setelah membuat analisis kebutuhan, tahap selanjutnya adalah *design* atau merancang pembelajaran sesuai dengan analisis kebutuhan tersebut yang selanjutnya dikembangkan

menjadi draf strategi pembelajaran. Namun demikian, strategi pembelajaran REACT dalam tahap ini masih perlu diterjemahkan agar dapat diaplikasikan.

Develop

Pada tahap ini, peneliti mengembangkan rencana strategi pembelajaran menjadi langkah-langkah prosedural yang dapat diaplikasikan (*develop*). Dalam tahap ini peneliti menjabarkan kegiatan dalam setiap sintaks pembelajaran dan meletakkan strategi REACT dalam langkah pembelajaran tersebut. Produk dalam tahap ini berupa perangkat pembelajaran lengkap sebagai *prototype* strategi pembelajarannya. Selanjutnya *prototype* ini divalidasi dan diteliti ulang oleh ahli pembelajaran dan ahli media. Pakar pembelajaran I kode Ibu NA, Ph.D (Dosen Bahasa Inggris UIN Syarif Hidayatullah, Jakarta: alumnus Leiden University), sedangkan validasi ahli media dilakukan oleh Bapak ESN, M.Pd (salah satu pemenang lomba mobile Ki Hajar 2018), serta ibu AN dan MR, dua teman sejawat pengajar di Sekolah Menengah Pertama Negeri 3 Peterongan. Setelah verifikasi produk dilakukan dan hasilnya baik, langkah penelitian berikutnya dapat dilakukan. Akan tetapi, jika hasilnya belum sesuai maka perlu dikaji ulang produk pembelajaran tersebut. Rancangan tahapan strategi REACT dalam penelitian ini adalah sebagai berikut.

Tabel 1. Rancangan Instrumen Pembelajaran dengan Strategi REACT

Pembelajaran Kontekstual REACT	Aktivitas siswa	Keterampilan Berpikir Tinggi
1. <i>Relating</i> (mengaitkan)	Siswa mengaitkan konsep teks diskusi dengan permasalahan nyata saat ini	Menganalisis masalah, memberikan pendapat sesuai metakognitifnya, memberikan solusi sesuai pemikirannya
2. <i>Experiencing</i> (mengalami)	Siswa menggali informasi mengenai ciri teks, menggali ide untuk penulisan, mencari bahan, sampai dengan membuat peta konsep dan teks diskusi utuh	Menemukan ciri, struktur, dan unsur kebahasaan teks diskusi, Mengkreasi ide, mencipta karya (membuat teks diskusi)
3. <i>Applying</i> (menerapkan)	Siswa menentukan solusi masalah berkaitan dengan Pandemi COVID-19 (konten) dan menerapkan konsep mengenai teks diskusi yang telah dipelajari untuk menyusun teks diskusi yang baru (konteks pembelajaran)	Menemukan solusi masalah Pandemi COVID-19 menurut pemikiran siswa. Menerapkan konsep tentang teks diskusi.
4. <i>Cooperating</i> (bekerja sama)	Siswa bekerja sama dalam kelompoknya untuk membuat teks diskusi kelompok, mulai dari menentukan ide, menyusun peta konsep, dan mengembangkannya menjadi teks diskusi utuh	Mendiskusikan permasalahan, menentukan solusi, mencipta karya, mengkreasi karya secara kooperatif dan kolaboratif.
5. <i>Transferring</i> (memindahkan)	Siswa mentranformasi konsep teks diskusi untuk menyusun teks diskusi baru sesuai dengan ide, konteks, dan kreativitas mereka	Menentukan ide, menyusun kerangka, menciptakan karya berdasarkan metakognitif mereka mengenai teks diskusi.

Rancangan pembelajaran tersebut selanjutnya diterjemahkan menjadi RPP (rencana pelaksanaan pembelajaran), media pembelajaran, lembar kerja siswa, dan lembar penilaian yang sesuai dengan stragegi REACT tersebut.

Implement

Setelah formula strategi REACT dalam pembelajaran ini terinci secara prosedural, langkah selanjutnya adalah melaksanakan atau mengimplementasikannya dalam pembelajaran sesuai dengan rancangan tersebut. Pada tahap awal, model pembelajaran ini diuji-cobakan di kelas eksperimen terlebih dahulu. Jika hasilnya sesuai dengan tujuan yang diharapkan maka model pembelajaran ini selanjutnya diimplementasikan di kelas yang menjadi subjek penelitian.

Rancangan perangkat tersebut direncanakan disimulasikan di kelas uji coba (Kelas kecil di kelas 9J, selanjutnya ujicoba dilakukan di kelas terbatas, yakni 9G, H, I. Tujuannya adalah mengetahui ketepatan penggunaan strategi REACT dalam pembelajaran Menyajikan Teks Diskusi dengan karakteristik peserta didik.

Evaluate

Tahap terakhir adalah mengevaluasi hasil pembelajaran dan mengevaluasi keseluruhan program pembelajaran berdasarkan pelaksanaan model pengembangan pembelajaran yang telah ditetapkan. Evaluasi terhadap proses pembelajaran dan evaluasi terhadap hasil pembelajaran sebagai unsur utama penelitian pengembangan ini.

Responden Penelitian

Subyek penelitian ini adalah peserta didik di SMP Negeri 3 Peterongan (beralamat di Ponpes Darul Ulum Peterongan Jombang) tahun ajaran 2020/2021. Keseluruhan subjek penelitian ini adalah siswa-siswi Sekolah Menengah Pertama Negeri 3 Peterongan kelas IX tahun ajaran 2020/2021. Sebagian besarnya merupakan anak-anak pesantren yang berasrama di Darul Ulum. Dalam penelitian ini, peneliti dibantu oleh dua teman sejawat sesama guru Bahasa Indonesia sebagai kolaborator. Adapun kelas kecil adalah kelas 9J dengan jumlah siswa 30. Kelas terbatas ada tiga kelas, yakni 9G, H, I dengan rata-rata jumlah siswa perkelas sama dengan 9H, yakni 30 siswa. Kelas luas merupakan seluruh kelas IX yang belum menjadi kelas kecil atau kelas terbatas, yakni dari 9A – 9F.

Variabel Penelitian

Penelitian *Pelaksanaan Strategi REACT untuk Menerapkan Keterampilan Berpikir Tingkat Tinggi dalam Menyusun Teks Diskusi* ini terdiri atas tiga variabel penelitian, variabel bebas, terikat, dan kontrol. Ketiga variabel tersebut adalah 1) variabel bebas, yakni strategi REACT, 2) variabel terikat berupa keterampilan berpikir tingkat tinggi, dan 3) variabel kontrolnya berupa teks diskusi.

Instrumen Pengumpul Data

Instrumen pengumpul data dalam penelitian ini adalah sebagai berikut.

Tabel 2. Instrumen Pengumpul Data

No.	Variabel	Instrumen
1.	Penerapan strategi pembelajaran	Lembar observasi, Lembar ceklis penilaian proses, catatan lapangan, dan dokumentasi.
2.	Hasil penerapan strategi pembelajaran	Lembar tanggapan siswa dan Penilaian kinerja (rubrik penilaian)

Teknik Analisis Data

Data yang didapat dari instrumen pengumpul data dianalisis dengan deskripsi kualitatif. Deskripsi pertama berupa pelaksanaan *Strategi REACT untuk Menerapkan Keterampilan Berpikir Tingkat Tinggi dalam Menyusun Teks Diskusi* yang diuraikan berdasarkan pelaksanaan pembelajaran selama empat pertemuan dan diperkuat dengan lembar observasi keterlaksanaan KBM. Deskripsi kedua mengenai hasil yang diperoleh siswa selama pelaksanaan *Strategi REACT untuk Menerapkan Keterampilan Berpikir Tingkat Tinggi dalam Menyusun Teks Diskusi*.

Data yang berupa teks diskusi hasil pengembangan *Pelaksanaan Strategi REACT untuk Menerapkan Keterampilan Berpikir Tingkat Tinggi dalam Menyusun Teks Diskusi* selanjutnya dianalisis menggunakan rubrik penilaian yang telah ditetapkan. Rubrik sebagai instrumen penilaian teks diskusi mencakup struktur teks, pembahasan dan aspek mekanika (instrumen ini secara lengkap terdapat pada tabel 4.2). Selanjutnya hasil analisis tersebut dideskripsikan secara kualitatif dan kuantitatif.

HASIL PENELITIAN

Pada tahap validasi perangkat pembelajaran yang dilakukan oleh ahli pembelajaran dan ahli media didapatkan hasil rata-rata 3,5 dari interval 1 sampai dengan 4. Artinya, perangkat pembelajaran sebagai produk yang akan digunakan untuk penelitian yang di dalamnya mencakup silabus, RPP, media, strategi/metode, LKPD, dan lembar penilaian layak untuk digunakan dalam penelitian pengembangan pembelajaran ini. Berikut tabel 3.1 hasil validasi para ahli.

Tabel 3. Hasil Validasi Uji Ahli

No.	Aspek	Uji Ahli			
		1	2	3	4
1.	Kesesuaian perangkat dengan tujuan pembelajaran	4	4	4	4
2.	Kesesuaian perangkat dengan strategi pembelajaran (REACT) yang dikembangkan <ul style="list-style-type: none">• RPP• Media Pembelajaran• LKS• Lembar Penilaian	3.5	3.5	4	4
3.	Keterampilan berpikir tinggi (HOTS) siswa dikembangkan dalam perangkat pembelajaran	3.5	3.5	4	4
4.	Kesesuaian tingkat berpikir yang dikembangkan dengan usia siswa	3	3	3	3
5.	Kelogisan penggunaan alokasi waktu dalam perangkat pembelajaran yang dikembangkan	3	3	3	3
6.	Kemudahan untuk dilaksanakan dan didesiminasikan	3	3	3	4
7.	Keterbacaan perangkat (huruf, kata, dan kalimat) <ul style="list-style-type: none">• Khusus untuk LKS ditambah ilustrasi dan gambar	3.5	4	4	4
	Rata-rata (3.53)	3.4	3.4	3.6	3.8

Pembelajaran dengan menggunakan strategi REACT pada teks diskusi ini dilaksanakan pada bulan Februari—April 2021 dengan menggunakan moda luring dan daring. Pelaksanaan kelas eksperimen dilaksanakan bulan Februari di kelas kecil dan kelas terbatas. Pada kelas kecil, yakni kelas 9H, hasil yang diperoleh pada ranah keterampilan dari 30 siswa

keseluruhan, 24 siswa telah tuntas atau 80%. Peneliti menganggap hasil tersebut kurang baik, oleh karena itu produk berupa perangkat perlu ada revisi, yakni perlu ada tahap pembimbingan dalam menyusun argumen yang logis dan sistematis. Adapun pada kelas terbatas di 9G, H, I dengan jumlah 90 siswa terjadi peningkatan ketuntasan yakni 83,3% atau 75 dari 90 siswa.

Pelaksanaan penelitian di kelas luas atau kelas 9A, B, C, D, E, F dilaksanakan mulai pertengahan Maret sampai dengan April 2021. Pada pelaksanaannya peneliti dibantu oleh dua guru kolaborator yang juga pengampu mata pelajaran Bahasa Indonesia di kelas tersebut. Pembelajaran *Pelaksanaan Strategi REACT untuk Menerapkan Keterampilan Berpikir Tingkat Tinggi dalam Menyusun Teks Diskusi*. terjabarkan sesuai dengan tabel berikut ini.

Tabel 4. Pelaksanaan Pembelajaran (sesuai RPP)

Satuan Pendidikan : SMP Negeri 3 Peterongan
Mata Pelajaran : Bahasa Indonesia
Tema : Teks Diskusi
Kelas/Semester : IX/Genap
Alokasi Waktu : 9-12 JP

Tujuan Pembelajaran 1. Setelah membaca/menyimak beberapa contoh teks diskusi, siswa dapat menentukan struktur teks diskusi 2. Setelah membaca/menyimak beberapa contoh teks diskusi, siswa dapat menentukan unsur kebahasaan teks diskusi 3. Setelah menelaah teks diskusi, siswa dapat menyusun teks diskusi dengan tepat.	KD 3.10 Menelaah pendapat, argumen yang mendukung dan yang kontra dalam teks diskusi berkaitan dengan permasalahan aktual yang dibaca dan didengar.	KD 4.10 Menyajikan gagasan/ pendapat, argumen yang mendukung dan yang kontra serta solusi atas permasalahan aktual dalam teks diskusi dengan memperhatikan struktur dan aspek kebahasaan, dan aspek lisan (intonasi, gesture, pelafalan).
	Indikator Pencapaian Kompetensi <ul style="list-style-type: none"> Menelaah struktur teks diskusi yang dibaca. Menelaah ciri-ciri kebahasaan teks diskusi yang dibaca 	Indikator Pencapaian Kompetensi <ul style="list-style-type: none"> Menentukan isu kontroversial Menyusun argumen pro-kontra Menentukan solusi permasalahan Menyusun teks diskusi dengan tepat dan lengkap
Materi Pembelajaran <ul style="list-style-type: none"> Teks Berita: Judul 1 Kronologi 2 WNI di Depok Positif Corona (Tribunnews, 23 Feb 2020) & Teks 2 :Teks Diskusi Pro-Kontra Perayaan Valentine (Fakta); Ciri-ciri teks diskusi (konsep); Prosedur menentukan struktur teks diskusi, prosedur menyusun teks diskusi 	Langkah Pembelajaran (KD 3.10) 1. <i>Orientation</i> (orientasi masalah) <ul style="list-style-type: none"> Guru bersama siswa mendiskusikan pembelajaran sebelumnya (KD 3.9 dan 4.9) Siswa mendiskusikan temuan isu yang sudah dibacanya sebagai tugas mandiri pada pertemuan sebelumnya Siswa dengan panduan guru merumuskan tujuan pembelajaran Siswa diberi motivasi untuk membuat pertanyaan dari sebuah teks diskusi (misalnya apa isu yang dibahas, bagaimana argumen yang terdapat pada teks, bagaimana solusinya)----- (RELATING) Siswa mendapatkan teks untuk ditelaah (Teks 1 –teks eksposisi; teks 2 –teks diskusi) 	

<p>(prosedural);</p> <ul style="list-style-type: none"> • Pengumpulan bahan, data, dan penyusunan teks diskusi (metakognitif). 	<ul style="list-style-type: none"> • Siswa mendapatkan lembar kerja (pertanyaan-pertanyaan) untuk didiskusikan
<p>Strategi REACT dengan Model: Problem Based Learning</p> <p>Produk:</p> <ol style="list-style-type: none"> 1. Deskripsi lengkap mengenai struktur dan unsur kebahasaan teks diskusi 2. Karya siswa berupa teks diskusi <p>Deskripsi:</p> <p>Siswa secara kolaboratif menentukan struktur dan unsur kebahasaan teks diskusi serta menyusun teks diskusi</p> <p>Alat, Bahan, dan Media:</p> <ul style="list-style-type: none"> • Buku siswa Kemendikbud, Teks Diskusi • Berita kontroversial yang sedang viral dari surat kabar <p>Tentang Pandemi Covid-19 dan Dampaknya pada Dunia Pendidikan</p> <ul style="list-style-type: none"> • Teks diskusi • Lembar kerja siswa • Kertas plano/asturo (8) • Spidol warna (16) • Post-it (1 set) <p>Media untuk daring di link berikut:</p> <p>https://youtu.be/gN0A_Dudei0 https://youtu.be/58-JebCQjXw https://youtu.be/ulQRyYeGG68</p>	<ol style="list-style-type: none"> 2. <i>Organize Students</i> (pengorganisasian siswa) <ul style="list-style-type: none"> • Guru membagi siswa dalam kelompok-kelompok dengan memperhatikan heterogenitas kelompok • Siswa menamai kelompoknya dan membagi tugas kelompok untuk menemukan jawaban tepat tentang struktur dan unsur kebahasaan teks diskusi ---- (EXPERIENCING) • Guru memfasilitasi siswa untuk melakukan penyelidikan (bahan, alat, media). 3. <i>Individual and group research guide</i> (Membimbing siswa dalam penyelidikan secara kelompok maupun individu) <ul style="list-style-type: none"> • Guru memotivasi dan membantu siswa untuk mendapatkan informasi yang tepat • Siswa mencari sumber belajar yang tepat untuk memperoleh data yang tepat ---- (APPLYING) • Siswa mendiskusikan LK yang telah diberikan guru--- (COOPERATING) • Siswa merumuskan struktur teks diskusi dengan masing penanda bagian-bagiannya • Siswa merumuskan ciri kebahasaan teks diskusi 4. <i>Develop and present the work</i> <ul style="list-style-type: none"> • Siswa mendiskusikan cara merumuskan temuannya dalam kelompok mengenai struktur dan unsur kebahasaan teks diskusi disertai data/fakta dan alasan yang logis, ditulis di kertas plano/manila/asturo yang telah difasilitasi guru ---- (COOPERATING) • Siswa mempresentasikan hasil kerja kelompoknya ke kelompok lain dengan model sesama (ganjil ke ganjil), kelompok 1-- ke kelompok 3, 2 – 4, dan sebaliknya; presentasi dilakukan dalam satu waktu 5. <i>Analyze and evaluate</i> (Menganalisis dan mengevaluasi) <ul style="list-style-type: none"> • Siswa menganalisis hasil presentasi teman • Siswa memperbaiki hasil kelompoknya berdasarkan masukan teman dan guru ----- (TRANSFERRING) 6. <i>Conclusion</i> <ul style="list-style-type: none"> • Siswa menarik simpulan umum struktur dan unsur kebahasaan teks diskusi • Setiap siswa menyimpulkan stuktur dan unsur kebahasaan teks diskusi • Siswa menukarkan hasil kerjanya (simpulan isi) untuk ditanggapi temannya • Guru meminta siswa untuk membaca dan menemukan isu kontroversial yang sedang viral untuk dijadikan ide dalam penyusunan teks diskusi. <p>*** Langkah diulangi untuk menyusun teks diskusi</p>
	<p>Langkah Pembelajaran (KD 4.10)</p> <ol style="list-style-type: none"> 7. <i>Orientation</i> (orientasi masalah) <ul style="list-style-type: none"> • Guru bersama siswa mendiskusikan pembelajaran sebelumnya (KD 3.10) • Siswa mendiskusikan ragam isu dari berita yang sudah dibacanya sebagai tugas mandiri pada pertemuan sebelumnya --- (RELATING) • Siswa dengan panduan guru merumuskan tujuan pembelajaran

	<ul style="list-style-type: none"> • Siswa diberi motivasi untuk langkah-langkah penyusunan teks diskusi • Siswa mendapatkan lembar kerja sebagai panduan menyusun teks diskusi <p>8. <i>Organize Students</i> (pengorganisasian siswa)</p> <ul style="list-style-type: none"> • Guru mengorganisasikan siswa sesuai topik/masalah yang dipilih • Siswa mendiskusikan cara mengumpulkan data untuk teks diskusinya----- (COOPERATING) • Guru memfasilitasi siswa untuk melakukan penyelidikan (bahan, alat, media). <p>9. <i>Individual and group research guide</i> (Membimbing siswa dalam penyelidikan secara kelompok maupun individu)</p> <ul style="list-style-type: none"> • Guru memotivasi dan membantu siswa untuk mendapatkan informasi yang tepat • Siswa mencari sumber belajar yang tepat untuk memperoleh data yang tepat ----- (EXPERIENCING) • Siswa mendiskusikan LK yang telah diberikan guru --- (COOPERATING) • Siswa menuliskan isu, argumen pendukung, argumen penentang, dan solusi terhadap permasalahan yang dipilih - ----- (APPLYING) <p>10. <i>Develop and present the work</i></p> <ul style="list-style-type: none"> • Siswa menyusun teks diskusi secara individu disertai data/fakta dan alasan yang logis ----- (TRANSFERRING) • Siswa mempresentasikan hasil kerja mandiri dalam kelompok yang setema <p>11. <i>Analyze and evaluate</i> (Menganalisis dan mengevaluasi)</p> <ul style="list-style-type: none"> • Siswa menganalisis hasil karya teman ----- (TRANSFERRING) • Siswa memperbaiki hasil karyanya berdasarkan masukan teman dan guru <p>12. <i>Conclusion</i></p> <ul style="list-style-type: none"> • Siswa menarik simpulan kelebihan dan kekurangan teks diskusi yang dibuatnya • Siswa menyampaikan refleksi pembelajaran untuk KD 4.10
Assesmen:	<ul style="list-style-type: none"> • Pengetahuan: Test dan Penugasan: hasil penugasan kerja kelompok dan individu • Keterampilan: Produk : Menyusun teks diskusi mulai dari penentuan ide sampai teks diskusi utuh

Hasil pembelajaran dalam penelitian ini dikategorikan menjadi tiga bagian. Bagian pertama bertujuan menentukan kemampuan berpikir tingkat tinggi siswa dengan indikator sesuai tabel 3.2 dengan instrumen lembar pengamatan proses pembelajaran sebagai berikut.

Tabel 5. Lembar Pengamatan Strategi REACT

Nama Siswa/No :

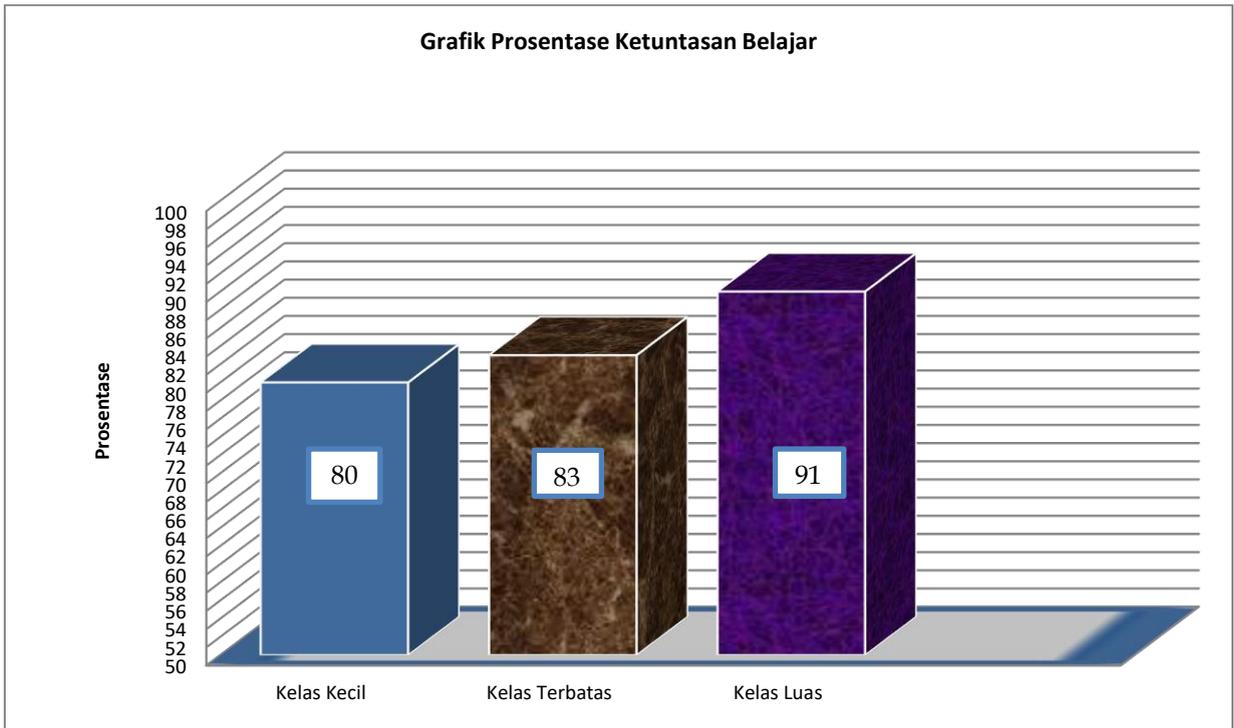
Pembelajaran Kontekstual REACT	Aktivitas siswa	Dilakukan/Tidak dilakukan
1. <i>Relating</i> (mengaitkan)	<ul style="list-style-type: none"> • Menganalisis masalah • Memberikan pendapat sesuai metakognitifnya • Memberikan solusi sesuai pemikirannya 	83% siswa melakukan
2. <i>Experiencing</i> (mengalami)	<ul style="list-style-type: none"> • Menemukan ciri, struktur, dan unsur kebahasaan teks diskusi, • Mengkreasikan ide, • Mencipta karya (membuat teks diskusi) 	100% siswa melakukan
3. <i>Applying</i> (menerapkan)	<ul style="list-style-type: none"> • Menemukan solusi masalah Pandemi COVID-19 menurut pemikiran siswa. • Menerapkan konsep tentang teks diskusi. 	100% siswa melakukan
4. <i>Cooperating</i> (bekerja sama)	<ul style="list-style-type: none"> • Mendiskusikan permasalahan, • Menentukan solusi, • Mengkreasi karya secara kooperatif dan kolaboratif. 	86% siswa melakukan
5. <i>transferring</i> (memindahkan)	<ul style="list-style-type: none"> • Menentukan ide, • Menyusun kerangka, • Menciptakan karya berdasarkan metakognitif mereka mengenai teks diskusi. 	100% siswa melakukan

Bagian kedua, yakni hasil pembelajaran pada ranah pengetahuan dengan kompetensi dasar menelaah struktur dan unsur kebahasaan teks diskusi ditentukan berdasarkan tes pilihan ganda (10 soal) dan penugasan menganalisis teks diskusi. Hasil tes menunjukkan 165 siswa dari 192 siswa telah tuntas dan 27 siswa belum tuntas atau 86% tuntas, sedangkan hasil penugasan 172 siswa telah tuntas dan 20 siswa belum tuntas atau 89,6%. Ketuntasan diukur berdasarkan KKM yang telah ditentukan yakni 80.

Bagian ketiga, berupa hasil pembelajaran pada ranah keterampilan, yakni menyajikan teks diskusi didapatkan hasil secara kelompok 100% tuntas dan secara individual 91,1% siswa telah tuntas. Artinya ada 175 siswa yang telah tuntas dan 17 siswa masih perlu remedial. Berikut tabel hasil penilaian karya siswa berupa teks diskusi.

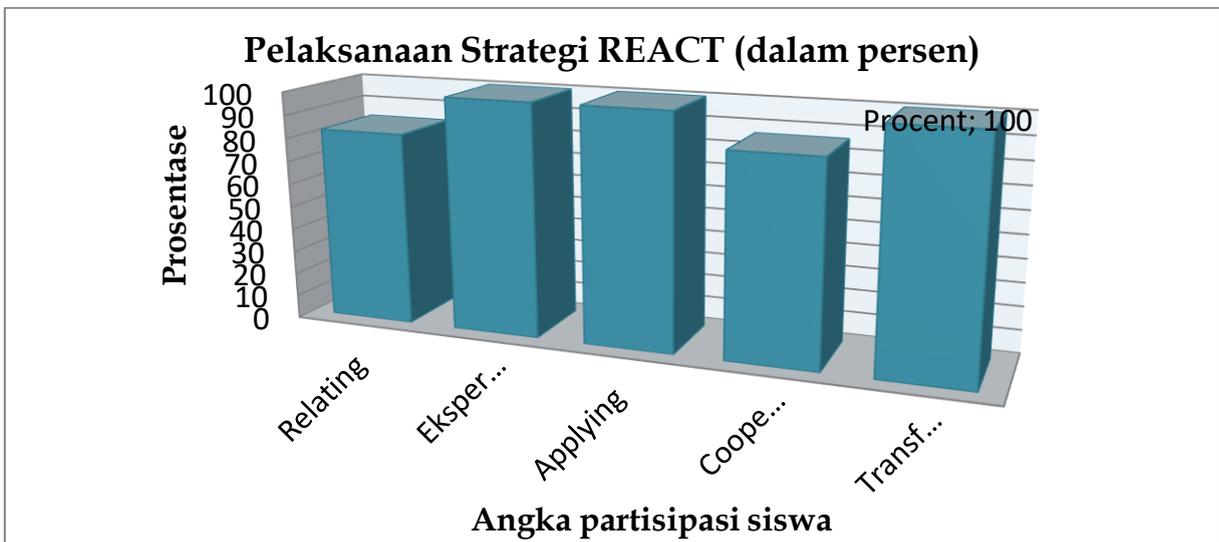
Tabel 6. Hasil Pembelajaran (Teks Diskusi) Siswa

Kelas	Jumlah Tuntas/Jumlah Subjek	Prosentase Ketuntasan
Kelas Kecil	24/30 siswa	80%
Kelas Terbatas	75/90 siswa	83,3%
Kelas Luas	175/192 siswa	91%



Gambar 2. Hasil Pembelajaran (Teks Diskusi) Siswa

Berdasarkan tabel dan grafik tersebut dapat diketahui bahwa terjadi peningkatan hasil belajar dalam menyajikan teks diskusi dengan menggunakan strategi REACT di SMP Negeri 3 Peterongan. Adapun peningkatan keterampilan berpikir tingkat tinggi (HOTS) dapat dilihat pada grafik 3.2 berikut ini.



Gambar 3. Keterlaksanaan Strategi REACT dalam Pembelajaran

PEMBAHASAN

Penelitian pengembangan dalam pembelajaran memiliki karakteristik sebagai berikut. Pertama, masalah yang ingin dipecahkan merupakan masalah nyata yang berkaitan dengan

upaya inovatif atau penerapan teknologi dalam pembelajaran sebagai pertanggung jawaban profesional dan komitmen guru atau peneliti terhadap pemerolehan kualitas pembelajaran. Kedua, penelitian yang berkaitan dengan pengembangan model, pendekatan, strategi, metode, serta media pembelajaran yang menunjang keefektifan pencapaian kompetensi siswa. Ketiga, penelitian yang berkaitan dengan proses pengembangan produk, validasi yang dilakukan melalui uji ahli dan uji coba lapangan secara terbatas perlu dilakukan sehingga produk yang dihasilkan bermanfaat untuk peningkatan kualitas pembelajaran. Proses pengembangan, validasi, dan uji coba lapangan tersebut seyogyanya dideskripsikan secara jelas sehingga dapat dipertanggung jawabkan secara akademik. Keempat, proses pengembangan model, pendekatan, modul, metode, dan media pembelajaran tersebut perlu didokumentasikan secara rapi dan dilaporkan secara sistematis sesuai dengan kaidah penelitian yang mencerminkan originalitas (Santayasa: 2009).

Berdasarkan keempat kategori tersebut, penelitian *Pelaksanaan Strategi REACT untuk Menerapkan Keterampilan Berpikir Tingkat Tinggi dalam Menyusun Teks Diskusi*. ini mengacu pada karakteristik tersebut. Pertama, berdasarkan analisis awal diketahui bahwa siswa perlu pembelajaran yang menggunakan strategi untuk meningkatkan keterampilan berpikir tingginya. Kedua, penelitian ini merupakan penelitian pengembangan strategi pembelajaran, yakni strategi REACT. Ketiga, uji ahli dilakukan oleh dua ahli, yakni satu ahli media dan satu ahli pembelajaran, sedangkan uji coba produk dilakukan di kelas kecil dan kelas terbatas. Keempat, proses dan hasil penelitian ini didokumentasikan sesuai kaidah ilmiah yang berlaku.

Penelitian yang berkaitan dengan strategi REACT telah dilakukan oleh beberapa peneliti termasuk penelitian dalam bidang pembelajaran. Salah satunya ditylis oleh Asmahasanah, 2014 *Peningkatan Kemampuan Menulis Berita Melalui Pembelajaran Jurnalis Cilik dengan Strategi REACT (Relating, Experiencing, Applying, Cooperating, and Transferring)* pada Siswa Kelas V Sekolah Dasar (Tesis, Perpustakaan UPI). Hasilnya strategi REACT ini dapat meningkatkan kemampuan siswa dalam menulis berita.

Penelitian mengenai HOTS pernah dilakukan oleh Fajriatun dan Saliman berjudul *Media Stupa Merah Putih Bermagnet Untuk Meningkatkan HOTS dan Hasil Belajar dalam Penguatan Pendidikan Karakter* (Jurnal Didaktika Dikdas, Vol. 2, No. 2, Oktober 2018). Hasilnya terjadi peningkatan sebesar 93 dan juga meningkatkan hasil belajar siswa kelas dengan tingkat ketuntasan belajar secara klasikal mencapai 85,00 % atau 17 siswa dari 20 siswa, dengan nilai rata-rata 79,67.

Penelitian ini mendukung dan melengkapi kedua penelitian tersebut. Pertama, strategi REACT dapat meningkatkan kemampuan siswa dalam menyusun teks diskusi. Kedua, strategi REACT juga dapat meningkatkan keterampilan berpikir tinggi siswa. Namun demikian, penelitian penggunaan strategi REACT dalam mata pelajaran Bahasa Indonesia yang dijumpai belum peneliti temukan. Oleh karena itu, ada nilai kebaruan atau inovasi dalam penelitian ini. Demikian halnya dengan penelitian mengenai HOTS dan teks diskusi. Walaupun memang sudah ada sebagaimana telah peneliti uraikan pada bagian pendahuluan, penelitian yang mengaitkan tiga variabel yakni strategi REACT, HOTS, dan Teks Diskusi belum peneliti temukan.

Strategi REACT memiliki lima kegiatan yang harus tampak dalam pembelajaran (Crawford, 2001). Dalam penelitian ini penggunaan strategi REACT tampak pada kegiatan sebagai berikut. 1) *Relating*, pembelajaran dengan mengaitkan materi yang sedang dipelajari dengan konteks pengalaman kehidupan nyata atau pengetahuan yang sebelumnya, dalam penelitian ini kegiatan tampak pada awal pembelajaran berupa apersepsi, motivasi, dan acuan; 2) *Experiencing*, merupakan pembelajaran yang membuat siswa belajar dengan melakukan kegiatan melalui eksplorasi, penemuan, pencarian, dan aktivitas pemecahan masalah, pada bagian ini siswa menemukan ciri, struktur, dan unsur kebahasaan teks diskusi, mengkreasi ide-idenya, sampai dengan mencipta karya (membuat teks diskusi); 3) *Applying*, belajar dengan menerapkan konsep-konsep yang telah dipelajari untuk digunakan, pada tahap ini siswa menemukan solusi masalah Pandemi COVID-19 (konten dan konteks teks) menurut pemikiran siswa serta menerapkan konsep tentang teks diskusi; 4) *Cooperating*, pembelajaran dengan mengkondisikan siswa agar bekerja sama melalui diskusi kelompok, berbagi informasi, menanggapi dan berkomunikasi dengan siswa yang lainnya; 5) *Transferring*, pembelajaran yang mendorong siswa belajar menggunakan pengetahuan yang telah dipelajarinya ke dalam konteks atau situasi baru, yakni menciptakan karya berupa teks diskusi berdasarkan metakognitif mereka mengenai teks diskusi yang dimulai dengan menuangkan ide, kerangka, draf, teks utuh, sampai dengan merevisi teks.

Kelima kegiatan tersebut mencerminkan keterampilan berpikir tingkat tinggi karena siswa menggunakan kemampuan kognitif mulai level menengah sampai tinggi. Berdasarkan taksonomi Bloom (1956) yang disempurnakan oleh Anderson, dkk (2010), kegiatan yang dilakukan siswa dalam penelitian ini mulai dari menerapkan, menganalisis, menyusun sintesis, mengevaluasi, sampai dengan mengkreasi atau mencipta. Jika dibuat tabel kegiatan siswa berdasarkan strategi REACT dan kaitannya dengan level kognitif adalah sebagai berikut.

Tabel 7. Hubungan Strategi REACT dengan Level Kognitif Bloom

No	Strategi REACT	Level Kognitif/Berpikir
1.	<i>Relating</i> (mengaitkan) Siswa mengaitkan konsep teks diskusi dengan permasalahan nyata saat ini	Menganalisis, menyusun sintesis
2.	<i>Experiencing</i> (mengalami) Siswa menggali informasi mengenai ciri teks, menggali ide untuk penulisan, mencari bahan, sampai dengan membuat peta konsep dan teks diskusi utuh	Menyusun sintesis, mencipta
3.	<i>Applying</i> (menerapkan) Siswa menentukan solusi masalah berkaitan dengan Pandemi COVID-19 (konten) dan menerapkan konsep mengenai teks diskusi yang telah dipelajari untuk menyusun teks diskusi yang baru (konteks pembelajaran)	Mengevaluasi, menerapkan, menyusun sintesis
4.	<i>Cooperating</i> (bekerja sama) Siswa bekerja sama dalam kelompoknya untuk membuat teks diskusi kelompok, mulai dari menentukan ide, menyusun peta konsep, dan mengembangkannya menjadi teks utuh	Mencipta, menganalisis, dan menyusun sintesis
5.	<i>Transferring</i> (memindahkan) Siswa mentransformasi konsep teks diskusi untuk menyusun teks diskusi baru sesuai dengan ide, konteks, dan kreativitas mereka	Menyusun sintesis, mencipta

Berdasarkan tabel tersebut dapat disimpulkan bahwa strategi REACT menuntut siswa untuk berpikir tingkat tinggi. Brookhart (2010) mendefinisikan HOTS sebagai proses transfer dari sebuah masalah kemudian masalah tersebut dicarikan solusinya menggunakan cara berpikir kritis. Level berpikir tingkat tinggi dimulai dari menganalisis (C4), mengevaluasi (C5), dan mencipta (C6) (Anderson, 2010). Level berpikir yang dikembangkan dalam penelitian ini mencakup menganalisis, menyusun sintesis, mengevaluasi, dan mencipta.

Pada level menganalisis siswa melakukan proses yang melibatkan bagian-bagian dan struktur pemikiran secara keseluruhan untuk memecahan masalah. Menganalisis ini merupakan proses kognitif mengatribusikan, membedakan, dan mengorganisasi. Istilah lain menganalisis adalah mengklasifikasikan. Jennifer & Ross (2012) mengemukakan bahwa dalam kegiatan mengklasifikasikan, siswa akan menjelaskan konsep, ciri, dan deskripsi tertentu dengan lebih detail yang bersifat kebendaan atau nyata. Pada level menyusun sintesis, siswa membuat simpulan berdasarkan pengetahuan dan keterampilannya. Maksud sintesis yang utama adalah mengumpulkan semua pengetahuan yang dapat digunakan untuk menyusun suatu pandangan (Kattsoft, 1986). Pada level evaluasi, kegiatan yang dilakukan siswa adalah menyusun argumen yang tepat mengenai pendapat yang telah dikemukakannya, mendukung, menolak, ataupun memberikan penilaian (Hanifah, 2019). Pendapat serupa dikemukakan oleh Sunaryo (2012) bahwa kemampuan evaluasi merupakan kemampuan dalam memberikan penilaian terhadap solusi, prosedur kerja, proses, dan menentukan kriteria yang tepat sesuai standar dan keefektifannya. Level mencipta atau kreasi merupakan level tertinggi dalam HOTS. Level ini menuntut siswa mampu mengombinasikan keseluruhan elemen metakognitifnya untuk membentuk struktur yang baru, merancang cara, dan menemukan lebih dari satu solusi (Brookhart, 2010). Tahapan mencipta pada penelitian ini, siswa menyusun teks diskusi dengan tema yang sedang kontekstual.

Berdasarkan hasil penelitian ini strategi REACT mampu meningkatkan keterampilan berpikir tingkat tinggi. Selain itu, hasil pembelajaran berupa teks diskusi juga berhasil dengan sangat baik, yakni mencapai 91%. Rubrik penilaian karya siswa adalah sebagai berikut.

Tabel 8. Rubrik Penilaian Menulis Teks Diskusi

Nama Siswa/No : ...

No	Aspek/ indikator	Interval skor/ Skor maksimal	Skor yang didapat
1.	Struktur teks	60	
a.	Isu yang disampaikan sesuai tema	5—10	
b.	Konten tidak mengandung SARA dan menjunjung nilai kesopanan	5—10	
c.	Ada argumen pendukung dan penentang	5—10	
d.	Argumen-argumen disampaikan secara logis	5—10	
e.	Ada simpulan atau solusi	5—10	
f.	Simpulan/solusi sesuai dengan isu dan logis	5—10	
2.	Kebahasaan	30	
g.	Bahasa yang digunakan logis dan sistematis	5—10	
h.	Menggunakan kalimat efektif	5—10	
i.	Kosakata yang digunakan tidak monoton	5—10	
3.	Ejaan dan tanda baca	10	
j.	Tidak lebih dari 5 kesalahan ejaan dan tanda baca	8—10	
j.	Kesalahan ejaan dan tanda baca lebih dari 5	5—7	
	Jumlah skor	100	

Berdasarkan rubrik tersebut, kesalahan tertinggi yang dilakukan oleh siswa adalah masalah mekanik penulisan, yakni ejaan dan tanda baca (poin 3j). Contoh kesalahan mekanik ini terbaca pada karya berikut. Peneliti menandai kesalahan mekanik dengan garis bawah.

“Belajar di Rumah adalah pembelajaran tanpa adanya Guru dan teman-teman. Belajar di Rumah bisa juga membuat peserta didik menjadi bosan dan juga Belajar di Rumah bisa saja membuat peserta didik menjadi lebih senang dan semangat. Walaupun begitu, hal tersebut membuat banyak pro dan kontra dalam masalah belajar di rumah” (B15I).

Kesalahan mekanik yang tampak menonjol pada paragraf tersebut adalah kesalahan dalam penggunaan huruf kapital, kesalahan penulisan kata depan, kesalahan tanpa spasi setelah tanda baca. Selain itu, kalimat-kalimat yang disusun siswa masih kurang efektif dan terkesan monoton. Setelah siswa tersebut ditunjukkan kesalahannya, dia memperbaikinya dari masukan teman dan guru, paragraf tersebut menjadi

“Belajar dari rumah atau pembelajaran jarak jauh (PJJ) adalah pembelajaran mandiri, tanpa adanya guru dan teman. Belajar dari rumah dapat menjadikan peserta didik merasa bosan. Selain itu, belajar dari rumah bisa saja menjadikan peserta didik merasa senang dan semangat. Walaupun begitu, hal tersebut menimbulkan pro dan kontra di masyarakat” (B5I).

Kesalahan siswa dalam menulis teks diskusi terbanyak kedua berkaitan dengan penyampaian argumen (poin 1b). Berikut ini adalah contoh tulisan siswa tersebut.

“Namun hal ini bukan tanpa pro dan kontra. Bagi para pendukungnya, kebijakan ini sangat efektif dalam menekan penyebaran corona. Oleh karena itu, kebijakan ini sangat tepat untuk dilakukan” (C27A).

Paragraf tersebut tampak ‘miskin’ argumen dan terkesan berputar-putar saja. Siswa tersebut kurang wawasan atau kurang referensi. Guru perlu memberikan perlakuan tentang cara membuat argumen melalui penyusunan paragraf. Beberapa teknik menyusun paragraf harus disampaikan pada siswa. Misalnya paragraf sebab-akibat, paragraf kontradiksi, paragraf deduktif-induktif, dan sebagainya. Setelah dilakukan perlakuan remedial terhadap siswa tersebut, dia mampu memperbaiki tulisannya menjadi berikut ini.

“Kebijakan PJJ ini menimbulkan pro dan kontra. Masyarakat yang mendukung diberlakukannya PJJ menganggap kebijakan ini cukup efektif dalam menekan penyebaran Covid-19. Mereka menganggap dengan diberlakukannya PJJ, para siswa tidak lagi harus bertemu dengan banyak orang, berdekatan dengan teman-temannya, bahkan mereka akan lebih intens berkomunikasi dengan anggota keluarganya. Selain itu, para siswa juga lebih leluasa mendapatkan informasi mengenai pembelajarannya melalui berbagai sumber dan media. Hal ini akan lebih memperkaya pengetahuan mereka. Jadi, bagi mereka kebijakan ini dianggap sangatlah tepat” (C27AR).

Perlakuan remedial bagi siswa disesuaikan dengan analisis hasil karya awal siswa. Jika kesalahannya berkaitan dengan kalimat efektif, maka perlakuannya pun dengan pembelajaran mengenai kalimat efektif. Demikian halnya jika kesalahan siswa berkaitan dengan kesalahan dalam memberikan argumen-argumen yang logis, maka siswa tersebut diajak untuk memperbanyak referensinya agar pola bernalarnya sistematis dan argumennya tidak berputar-putar saja. Dengan demikian, perlakuan yang diharapkan tepat sasaran dan mampu memperbaiki kualitas tulisan siswa.

SIMPULAN

Pelaksanaan Strategi REACT untuk Menerapkan Keterampilan Berpikir Tingkat Tinggi dalam Menyusun Teks Diskusi. di SMP Negeri 3 Peterongan merupakan penelitian pengembangan pembelajaran menggunakan model pengembangan ADDIE (*analysis, design, develop, implement, dan evaluate*) yang dikemukakan oleh Mollenda (2003) dan dikembangkan oleh Brach. REACT merupakan akronim dari kegiatan-kegiatan yang dilakukan siswa, yakni *relating* (mengaitkan), *experiencing* (mengalami), *applying* (menerapkan), *cooperating* (bekerjasama), dan *transferring* (memindahkan).

Penelitian *Pelaksanaan Strategi REACT untuk Menerapkan Keterampilan Berpikir Tingkat Tinggi dalam Menyusun Teks Diskusi.* merupakan penelitian yang inovatif karena belum ada penelitian yang menggabungkan ketiga variabel ini dan hal ini merupakan keunikan tersendiri bagi penelitian ini. Selain itu, penelitian ini juga layak dilakukan karena tidak hanya memiliki nilai keunikan, tetapi juga karena dikembangkan dengan metode penelitian ilmiah dan sesuai tujuan penelitian, yakni mengembangkan strategi REACT dalam pembelajaran teks diskusi untuk meningkatkan keterampilan berpikir tingkat tinggi siswa. Penelitian ini juga mengembangkan semua ranah kompetensi siswa, yakni sikap, pengetahuan, maupun keterampilan siswa. Sikap yang dikembangkan adalah sikap kepedulian karena tema yang dikembangkan adalah tema yang sedang kontekstual saat ini, yakni pandemi Covid-19.

Hasil penelitian ini menunjukkan strategi REACT ini dapat meningkatkan keterampilan berpikir siswa ditinjau dari tingkatan berpikir ala Bloom, disempurnakan Anderson (2010) yang ada dalam penelitian ini, yakni keterampilan menelaah, menyusun sintesis, mengevaluasi, dan mencipta. Berdasarkan angka partisipasi aktif siswa dalam pembelajaran didapat 94% siswa (dari 192 subjek penelitian) mengembangkan keterampilan berpikir tingkat tingginya. Adapun berdasarkan hasil pembelajaran menyusun teks diskusi didapatkan hasil 91% siswa telah tuntas dalam pembelajarannya.

Keberhasilan penelitian ini diharapkan dapat didesiminasikan pada teman sejawat, sekolah-sekolah, dan pengampu kebijakan pendidikan agar semakin memotivasi para guru untuk melakukan tindakan serupa. Selain itu, berdasarkan hasil penelitian ini, strategi REACT layak untuk digunakan dan dikembangkan dalam penelitian bahasa atau penelitian sejenis lainnya. Masih banyak ruang untuk mengembangkan penelitian ini, misalnya saja menguji efektivitas, koefisien korelasi, atau sejenisnya.

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DESKRIPSI PENULIS



Faiqotur Rosidah, M.Pd., lahir di Jombang, 20 Februari 1974. Lulusan terbaik S1 IKIP Malang, JPBSI 1998 ini melanjutkan Magister Pendidikan di UNESA 2011. Saat ini sedang berdinis SMPN 3 Peterongan Darul Ulum. Penulis aktif dalam kegiatan ilmiah pada forum nasional dan menulis buku. Ada sembilan buku ber-ISBN yang telah diterbitkan penulis. Pernah menjadi guru prestasi II tingkat kabupaten, juara 1 KTI UKS Jombang, Juara 3 lomba esai tingkat provinsi Jatim. Tulisan-tulisannya dimuat di Jurnal UTM, Didaktika Dikdas, LPMP, dan Jurnal Balai Bahasa Jawa Timur. Pernah menjadi sosialisator GSMB (Gerakan Sekolah Menulis Buku). Penulis juga pernah menjadi 10 besar INOBELNAS IPSPB 2017 dan tahun 2019. Tahun 2019, 2020 ini penulis terpilih menjadi pemakalah 10th, 11th dan tahun 2021 tulisannya masuk diprosiding nonpresenter di AISOFOLL, Qitep in Language yang diselenggarakan SEAMEO. Tahun 2020 mendapat penghargaan desain pembelajaran terbaik tingkat guru SMP nasional, sedangkan tahun 2022 menjadi juara 1 Menyusun soal setara AKM tingkat Nasional. Faiq Rosidah dan Kay Rose adalah nama sosmednya. Email: frosida74@gmail.com dan rosidahfaiq300374@gmail.com.

THE REFLECTION OF SELF-REGULATED LEARNING AMONG STUDENTS IN WRITING RECOUNT TEXT

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Abstract: Nowadays, the spread of COVID-19 forces teachers and students to conduct an online or blended learning to avoid physical contact. Due to the current situation, teachers and students communicate in a written form. Besides, students learn to write various text and one of them is recount text. However, students usually face many difficulties during writing process because they did not aware with the importance of self-regulated learning. It is because self-regulated learning facilitates students to focus on the process of writing rather than the result of it. This research aims to find students' levels of self-regulated learning and the factors that caused students to have self-regulation in writing recount text using Zimmerman's theory. This research employed qualitative research method and involved 32 students of XII ASPER 1 at SMK Bunga Persada Cianjur. The data were gathered from close-ended questionnaire and semi structured-interview. Based on the forethought, five students were in high level (16%) while 14 students (44%) were in medium level and 13 students (41%) were in low level. Meanwhile, the result from performance phase revealed that ten students were in high level (31%) and 15 students were in the medium level (47) while seven students were in low level (22%). Moreover, the self-reflection phase showed that 10 students were in high level (31%) and 15 students were in medium level (47%) while seven students were in low level (22%). Furthermore, there were two main factors affecting students' self-regulated learning such as internal and external factors.

Keywords: *Factors affecting self-regulated learning, recount text, self-regulated learners, self-regulated learning*

INTRODUCTION

Writing is an essential skill that involves a series of step that should be followed by students (Susanti & Pratama, 2020b). There are some aspects that should be looked carefully during the writing process such as background knowledge, critical thinking, and problem solving (Mbato & Cendra, 2019). However, most of students could face difficulties in developing and acquiring writing (Fujioka and Takagi in Abadikhah et al., 2018). They also need to tackle with time constraint because most of them are hardly managing their time when producing a writing product (Umamah & Cahyono, 2020). Furthermore, most of students are not aware with the importance of self-regulated learning that influences their writing processes (Abadikhah et al., 2018). Adapting self-regulated learning into writing could give students an opportunity to evaluate one another's drafts which affect their writing skill because they discover the importance of good organization and clear statement (Zimmerman et al., 1996).

Self-regulated learning refers to students' consciousness of their strengths and weaknesses to set strategies to achieve their goals (Zimmerman cited in Kristiyani, 2016). Kristiyani, 2016). Besides, it involves students' individual efforts, goal setting, and time management (Kamtini et al., 2020). Hence, students with self-regulation tend to have initiative and sense of responsibility toward their learning process (Darmiany cited in Nugroho et al., 2020). Other

than that, they also tend to be adaptable to a new learning situation (Muwonge et al., 2020). It means, self-regulation could support students to achieve their academic goals during the current situation.

According to Zimmerman cited in Panadero (2017), there are three cyclical phases of self-regulated learning. The first phase is forethought that is a phase where students start to analyse their task's components including the difficulty and effort required (Harding. et al., 2018). In this phase, students need to set their goals in writing a specific text and arrange a schedule to achieve their writing goals (Umamah & Cahyono, 2020). Meanwhile, the function of strategic planning is to select a proper strategy as a tool for achieving the learning outcomes (Zeidner & Stoeger, 2019).

The second phase is performance. The students are expected to control and observe their learning process (Aji, 2016). It is used to overcome procrastination tendencies and focus on the learning task (Dörrenbächer & Perels, 2016). Students also need to get feedbacks from others to help them in monitoring their learning progress and motivation (Harding. et al., 2018). Besides, students are also expected to implement the specific strategies chosen in the previous stage (Zeidner & Stoeger, 2019). Because of that, students should not have poor time management because it could lead students to avoid using strategies during learning process (Abadikhah et al., 2018). It means, failure in using self-regulated learning strategy is the result of poor time management.

Meanwhile, self-reflection is the last phase of self-regulated learning. In this phase, the students evaluate their learning behaviour (Dörrenbächer & Perels, 2016). The function itself is to judge their learning outcomes (Jado, 2015). Furthermore, Harding. et.al. (2018) assert that the students are expected to select new goals and its strategies for their further learning activity. He also declares that self-reflection could be used as a tool in predicting students' satisfaction or dissatisfaction toward their learning outcomes.

Furthermore, Bandura cited in Nurfiani (2015) introduces a term called triadic reciprocity to explain three factors of self-regulated learning which interplay one another and it depends on a specific context. Those factors are personal, behavioural, and environmental factors. The effect of each factor could be not symmetrical because one factor could be more dominant than others (Kristiyani, 2016). In line with Bandura, Zimmerman declares that there are three main factors that influence self-regulated learning such as person, behaviour, and environment. Moreover, he also categorizes it into two such as internal and external factor. The internal factor including person and behaviour while environment is an external factor (Zimmerman cited in Kristiyani, 2016).

Personal factor refers to a perception that self-regulated learning depends on each individual and it includes knowledge, metacognition, affection, and goal (Yunani, 2018). She asserts that knowledge means students have an ability in implementing self-regulated learning strategy effectively and setting their personal standards toward their own work. Kristiyani (2016) declares that metacognition refers to students' activity in setting and analysing their learning goals including planning and behavioural control. Moreover, she also explains that metacognition depends on the students' long-term goals which theoretically also depends on perceptions of self-efficacy and affection. Nurfiani (2015) claims that self-efficacy is students' belief toward their ability to manage and finish their tasks to achieve their personal standards.

Meanwhile, behavioural factor refers to an individual ability to control available recourses including time management, study environment, peers, and effort (Jouhari et al., 2015). Moreover, Nurfiani (2015) explains that people who successfully achieve their personal goals would continuously improve themselves and it becomes their new behaviour. It means, behavioural factor appears when an individual could achieve their personal goals.

Furthermore, Zimmerman cited in Utari et al. (2018) claims that behavioural factor related to self-observation, self-judgment, and self-reaction. Those aspects are reciprocal based on specific context and flexible because there is a possibility to have only one dominant aspect. Kristiyani (2016) asserts that self-observation refers to students' monitoring activity on their own performance to produce information regarding the way they could achieve their goals while self-judgement is students' activity to compare and contrast their performance based on their personal standards or goals. Meanwhile, self-reaction involves individual process to establish their own goal, self-efficacy, and metacognition planning (Kristiyani, 2016).

The last factor is environmental factor as an external factor that could affect students' self-regulated learning. It is categorized into three such as home, school, and peers (Kristiyani, 2016). It lines with Nurfiani (2015) who declares that students with self-efficacy tend to have an ability in organizing their learning environment including social interaction with peers, parents, and teachers. Those experts claim that parents have a crucial role in building students' self-regulated learning at home because their involvement could improve students' self-regulation. Moreover, Kristiyani (2016) explains that the more parents encourage their children, the more possibility of having self-regulated learning increased. Furthermore, Lakshmi and Arora cited in Kristiyani (2016) assert that parental dimension including encouragement, restrictive behaviour, and psychological control affects students' learning achievement because they tend to have self-regulated learning.

In school environment, the use of self-regulated learning could be seen when teachers have an ability to create an interesting learning environment by giving a clear explanation about the material, involving students on choosing their individual homework, and giving a chance for students to learn in a group (Kristiyani, 2016). Moreover, Nurfiani (2015) states that students with difficulty in learning could get feedbacks from their environment especially classroom environment. Furthermore, she declares that the use of teaching method also could ease teacher in organizing classroom environment. Meanwhile, peers affect students' self-regulated learning because teenagers tend to be confident with their own ability after they get feedbacks from teacher, parents, and peers (Zimmerman & Cleary cited in Kristiyani, 2016).

In the context of writing, self-regulated learning facilitates students to focus on the process of writing a text rather than the result of the writing process (Susanti & Pratama, 2020b). According to Susanti and Pratama (2020), there are some steps that should be done by students in writing text such as setting goal, deciding topic, finding sources, drafting, doing self-assessment and self-reinforcement. Therefore, Flower and Hayes cited in Kartika (2015) introduces the model of self-regulation in writing that consists of three phases such as planning, monitoring, and reviewing. It reflects the self-regulation process in learning such as planning, monitoring, and evaluating. The planning phase consists of selecting a suitable cognitive strategy based on the specific task while monitoring refers to comprise the task performance and evaluating focuses on the ability to assess the quality of the text.

During learning writing, students should try to make many kinds of text and one of them is recount text. Sari (2016) states that recount text could be used as a tool to relate experiences or past events with writing process for the purpose of informing, reflecting, or entertaining the readers. It means, the students already have background knowledge and it could ease them to know their strength and weakness in writing. It is relevant with the concept of self-regulated learning as a process to develop their consciousness toward their learning capability. Besides, students need to give more efforts on writing recount text because they need to memorize each moment and put it into a list of precise words. It means recount text leads students to acquire language by getting a comprehensible input above of their language ability ($i+1$) with i as an input and 1 to show that the input is slightly above the current competence (Liu, 2015).

In order to develop students' independency in writing recount text, teacher should aware with some factors that could affect students' self-regulated learning. Some previous researches mention several factors that influence self-regulated learning and the writer would mention four of them. Those previous researches conducted by Jouhari et al. (2015), Balapumi et al. (2016), Saraswati (2019), and Yeni et al. (2021). Jouhari et al. (2015) focused on identifying factors that affecting the self-regulated learning of medical students from fourth, fifth and sixth years of study. Meanwhile, Balapumi et al. (2016) identified factors affected university students' self-regulated learning and their participants were from 34 different institutions.

As a response for those phenomena, the writer intends to find students' level of self-regulated learning in writing recount text and its factors.

METHODS

This research employed qualitative research method and involved 32 students of XII ASPER 1. According to Flick (2010), qualitative research refers to a method which oriented on analysing a concrete issue in their temporal and natural setting. There were two instruments used in this research such as closed-ended questionnaire and semi-structured interview. The closed-ended questionnaire consists of 54 statements from three aspects of self-regulated learning such as forethought, performance, and evaluation or self-reflection. Likert-four point scale's guideline adopted from Nurfiani (2015) was being used in this research to answer the first research question.

Meanwhile, there were 20 main-planned questions in the semi-structured interview to answer the second research question. The data from semi-structured interview were being analysed by the writers using three data analysis phases proposed by Miles and Huberman cited in Ismayati and Ratnaningsih (2020). Those phases are data reduction, data display, drawing and verifying conclusions.

In the data reduction phase, the writers divided the data into two such as necessary and unnecessary using a theory from Zimmerman cited in Kristiyani (2016) because the process of selecting, simplifying, and transforming the data through classification could help the writer to get explicit perspective. The unnecessary data was being removed while the necessary data were being kept by the writers.

Afterwards, the writer arranged and presented the necessary data in the form of table based on the order of each question because the writers used data display to deeply understand the issue in this research. Moreover, data display helped the writer to combine the data and determine

whether or not the information could be summarized. Furthermore, the writer concluded the information from data display and verified the conclusion by comparing the data with the theory used in this research.

RESULTS

Based on the result of closed-ended questionnaire, the writer found that there were three levels of self-regulated learning occurred in writing recount text such as 1) high level; 2) medium level; and 3) low level. That categorisation was found on each phase of self-regulated learning 1) forethought; 2) performance; and 3) self-reflection. It is relevant with Zimmerman cited in Nurfiani (2015) who asserts that each phase of self-regulated learning influences students' level of self-regulated learning. The empirical data and hypothetical data from all phases of self-regulated learning is presented below.

Table 1. The hypothetical and empirical data

Data	Statistics	Phase		
		Forethought	Performance	Self-Reflection
Hypothetic	Minimum score	17	23	14
	Maximum score	68	92	56
	Mean	42,50	57,50	35
	Standard Deviation	36,06	48,79	29,69
Empiric	Minimum score	43	57	35
	Maximum score	58	76	48
	Mean	50,50	66,50	41,50
	Standard Deviation	4,03	4,76	2,76

According to the hypothetical data, the mean score in the forethought phase was 42,50 and the standard deviation was 36,06. Meanwhile, the standard deviation of the empirical data was 4,03 while the mean score was 50,50. In the performance phase, the mean score was 57,50 and 48,79 was the score of the standard deviation while the empirical data showed that the mean score was 66,50 and the standard deviation was 4,76. Besides, the hypothetical data from the self-reflection phase showed that the mean score was 35 and the standard deviation was 29,69. At the same time, the empirical data pointed that the standard deviation was 2,76 while the mean score was 41,50.

Meanwhile, the result of structured-interview, the writer found that there were two main factors affecting students' self-regulated learning in writing recount text such as 1) internal factor; and 2) external factor. The internal factor covered 1) personal factor; and 2) behavioural factor. Meanwhile, external factor only covered environmental factor affecting students' self-regulated learning. It is relevant with Zimmerman cited in Kristiyani (2016) and also Bandura cited in Nurfiani (2015) who claim that self-regulated learning affected by three main factors such as person, behaviour, and environment.

DISCUSSION

Students' Level of Self-Regulated Learning in Writing Recount Text

The findings show that the mean score was higher than the standard deviation in all phases of self-regulated learning. Therefore, it could be concluded that this research had homogenous and good data distribution. It is relevant with Untari (2020) who states that a low score of

standard deviation indicates homogenous data. Furthermore, Prasmawati (2019) claims that a research has a poor data distribution if the mean score has lower score than the standard deviation. Besides, the figure below shows the percentage of each phase.

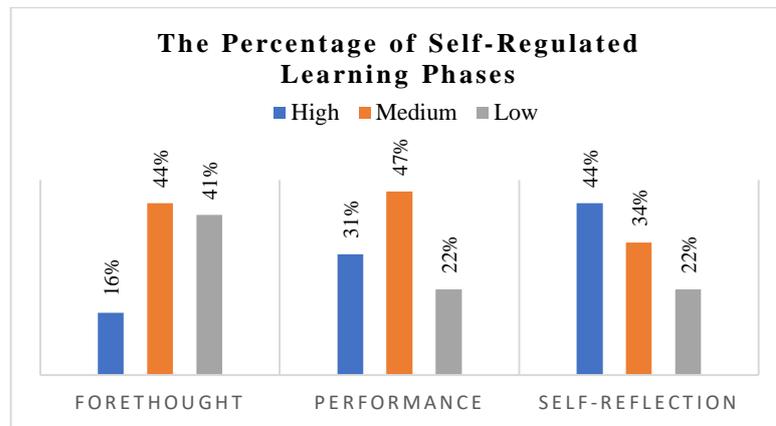


Figure 1. The percentage of self-regulated learning phases

In forethought phase, there were five high level students (16%) and 14 medium level students (44%) while 13 students (41%) were in low level of self-regulated learning. It means, students with medium level of self-regulated learning dominated writing recount text activity in the forethought phase. It also could be seen from the indicators used to measure students' level of self-regulated learning in forethought phase. Those indicators were goal-setting, self-regulation, and students' awareness on their job as learners. It is relevant with Pintrich cited in Zeidner and Stoeger (2019) who explains that self-regulated learning refers to students' constructive process on setting their learning outcomes. He also states that students' eagerness to monitor and regulate their learning activity could affect their learning outcomes. In accordance with that statement, Scholer and Higgins cited in Sataloff et al. (2010:13) introduce self-regulated learning in the view of prevention orientation. Based on that view, self-regulated learning involves students' behaviour to fulfil their duties and obligation.

Moreover, the writer assumes that high level self-regulated students came near to the border of the medium level. It could be seen from the maximum and minimum scores. Based on the forethought phase, the maximum score was 58 and it indicated a big gap between the hypothetical with the empirical data. It is because the hypothetical data showed that the maximum score was 68 and no one could reach or nearly get that score in this phase. Meanwhile, the minimum score revealed a good result because the empirical data showed that the lowest score was 43 and the hypothetical data showed that 17 was the lowest score. It means, the range score between those numbers was 25 and it showed that all students put efforts on their writing recount text activity. Because of that, they could avoid themselves from getting a score that is near to the lowest score from the hypothetical data. It is similar with Siddaiah-Subramanya et al. (2017) who declare that students with self-regulated learning prefer to looking for knowledge rather than waiting to get a situation that could provide them with the opportunity to learn.

Furthermore, the result from the second phase of self-regulated learning that is performance revealed that the minimum score was 57 and the maximum score was 76 while the hypothetical data showed that the maximum score was 92 and minimum score was 23. The minimum score from the empirical data was higher than the hypothetical data. It means, the students tried to write recount text and there was none of the students who did not try to regulate their writing

recount text activity. In contrast, the maximum score from the performance phase showed a similar issue with the previous one. It is because both forethought and performance phases had a range score more than 10 even though the range score from the performance phase was 16 which showed that it was not too far from the hypothetical data.

Besides, the result of close-ended questionnaire showed that the number of students with high level of self-regulated learning in the performance phase was ten students (31%) and the medium level students were 15 (47%) while the low-level students were seven (22%). Three indicators used to define the students' writing recount text activity in the performance phase such as utilizing strategy, self-monitoring, and self-performance. Scholer and Higgins cited in Sataloff et al. (2010:13) propose self-regulated learning as promotion orientation which means that accomplishment and growth to achieve personal goals are the characteristic of self-regulated learners. In line with that, Aji (2016) asserts that students could use strategy to control and observe their learning process. Dörrenbächer and Perels (2016) also explain that the implementation of strategy in learning activity could help students to overcome procrastination tendencies and focus on the learning task. Other than that, Pintrich cited in Zeidner and Stoeger (2019) asserts that self-monitoring is a characteristic of students who have self-regulated learning skills.

Afterwards, the self-reflection phase revealed that 10 students were in high level (31%) and 15 students were in medium level (47%) and seven students were in low level (22%) of self-regulated learning. The indicators used to measure the level in self-reflection were self-evaluation, self-reviewing, and students' ability to select another strategy to solve their learning problems. It is relevant with Dörrenbächer and Perels (2016) who claim that students need to evaluate their learning behaviour. Meanwhile, the function of self-reviewing is to know students' strengths and weaknesses during the writing recount text activity. It is because students need to improve their awareness related to the quality of knowledge, motivation, belief, and cognitive ability (Susanti & Pratama, 2020a). In line with that statement, Harding et al. (2018) claims that students should select new strategy and goal for their further learning activity.

The maximum score from the self-reflection phase was 48 while the hypothetical data showed that the maximum score was 56. Based on those findings, students with high level self-regulated learning faced many obstacles because their score was near to the border of the medium level. Meanwhile, the minimum score from the hypothetical data was 14 and the minimum score from the empirical data was 35. It shows that students tried to put efforts on their writing recount text activity because they did not reach or nearly reach the minimum score from the hypothetical data.

Factors Affecting Students' Self-Regulated Learning in Writing Class

In the context of personal factor, the writers found that students tried to manage their writing recount text activity because they invested time and effort on making a study plan with its schedule to help them in organizing their writing recount text activity. They also had more specific reasons for that action. For instance, some students made study planning to get deeper knowledge about recount text. It means, students' metacognition appeared before the process of writing recount text. Those phenomena is in line with Kristiyani (2016) who claims that metacognition refers to students' efforts on planning and controlling their behaviour. However, only few students who could apply their study plans and stick to their schedules.

“After having some conversations with my classmates, I decided to make a schedule and a study plan because I thought writing recount text could be beneficial for me”

(Excerpt from Interview #1)

Furthermore, every student tried to set their personal goals based on their needs. It could be seen from three students who were eager to learn recount text because they wanted to understand and got new insights from writing recount text activity. It is relevant with Kristiyani (2016) who declares that metacognition is students' eagerness to set and analyse their learning goals by themselves. However, a student claimed that she did not try to achieve her personal goal because of laziness. Therefore, the writers assume that all of the students had desires on writing recount text, but not all students could overcome their learning problems. It is similar with Yunani (2018) who believes that the fruitfulness of self-regulated learning depends on individual's effort to achieve their personal goal. Moreover, students who could achieve their personal goals could create a new learning behaviour (Nurfiani, 2015).

“Yes, I did. My personal goal was to gain new insights about recount text because I never wrote a text in a serious manner before. So, I did not have many information about that”

(Excerpt from Interview #2)

Hereafter, the result of the third question revealed that each student had different strategy to achieve their personal goal and only a student who claimed that she did not use any strategy in writing recount text. In accordance to that finding, Yunani (2018) states that knowledge leads students to implement their self-regulated learning strategy effectively. Besides, the writers discovered that a student published her work to reach many readers and their feedbacks motivated her to write more. Other than that, another student tried to keep her personal goal because she wanted to achieve it. The writers assume that students who used strategy in writing recount text believed that they could achieve their personal goal by themselves. It is a characteristic of self-efficacy that is students' belief on their ability in managing their activity to achieve their personal goal (Nurfiani, 2015).

“I always tried to remind myself that I needed to achieve my goal.”

(Excerpt from Interview #10)

Aside from students' personal goal, the writers also investigated students' personal standard of a good recount text. The result showed that some students focused on the content of the recount text while other students focused on the grammatical rules. Meanwhile, some students believed that they should put a lot of effort in selecting precise words to make an understandable recount text. They also explained that the purpose of every text was to be read by many people and diction played a major role on that because communicative language eased readers to understand the whole text. It is relevant with Yunani (2018) who states that setting a personal standard shows that students have knowledge of themselves specifically what they want from themselves.

“Actually, a text with good structure because I thought a writer should know the structure of the text and its language feature before starting to write it.”

(Excerpt from Interview #10)

Afterwards, the writer investigated the environmental factor and found that home, school, and peers could affect students' self-regulated learning. It is relevant with Nurfiani (2015) and Kristiyani (2016) who claim those three factors influence self-regulated learning. The result of

structured-interview showed that most of students seek for help from others including teacher and peers. They also said that their parents tried to help them in managing their writing recount text activity. Those findings lead the writers to assume that students were actively looking for help from people whom they trusted.

“Yes, I did. In my point of view, writing recount text was a complicated activity and I needed someone to guide me in every step of writing. Because of that, I asked my teacher to help me during the process of writing recount text.”

(Excerpt from Interview #2)

Most of the students explained that their parents controlled their writing recount text activity by restricting them from doing another activity before finishing the task. It is similar with Kristiyani (2016) who expresses that parents with restrictive behaviour and psychological control affects students’ learning achievement because they tend to have self-regulated learning. Besides, some parents tried to help their children in writing recount text. In line with that, Nurfiani (2015) who claims that parent’s involvement play a crucial role in building students’ self-regulated learning at home.

“They usually gave me accompaniment especially when I did not understand the material. Besides, they also asked me to do my task before doing anything else.”

(Excerpt from Interview #9)

In order to get deeper information about environmental factor, the writers tried to find the teacher’s role on students’ self-regulated learning. The structured-interview revealed that teacher built students’ independency by letting them to select their own topic. The students claimed that it helped them in writing recount text because they could choose their favourite moments. They also stated that the selection of the topic helped them in exploring themselves. However, one of them explained that it made her felt confused because it was hard for her to choose only one topic. The writers assume that students loved to be involved on their writing recount text activity. In accordance with the writer’s statement, Kristiyani (2016) asserts that interesting learning environment including choosing individual homework shows the self-regulated learning strategy used at school.

“My teacher asked me to choose my own topic. Actually, it helped me because I could select a topic based on my interest. In contrast, it also made me confused because it was hard to choose only one topic for each recount text.”

(Excerpt from Interview #7)

The writer also found that most of students exchanged information with their peers when they faced learning difficulty. In line with that finding, Kristiyani (2016) declares that learning in group helps students to understand the material. However, it was found that only some students tried to help their peers and vice versa because most of them preferred to revise their recount text based on teacher’s suggestions. It is because only few students trusted their peers’ ability in revising a recount text. It could be concluded that peers still could help students in some ways based on each student’s preference and trust. It is relevant with Zimmerman and Cleary cited in Kristiyani (2016) who claims that peers could increase another student’s self-confidence towards their own work.

“I often called my peers and asked them to read my recount text because I needed to know the quality of my text. Moreover, I also helped them in revising their recount texts.”

(Excerpt from Interview #3)

Based on the answer of the last question, most of the students needed to fight with themselves because of laziness and lack of self-discipline. They also explained that poor internet connection and uncomfortable environment was a big trouble for them in writing recount text. Because of that, they tried to contact their teacher and get feedbacks from her. In accordance with that finding, Nurfiani (2015) states that learning difficulty could be surmounted by getting feedbacks from environment.

“My biggest obstacle was I did not understand the material. But, I could understand it after having a conversation with my teacher.

CONCLUSION

Based on the findings and discussions, it could be concluded that the forethought phase showed that students were mostly in medium level (44%) and the second place was low level (41%) and the rest of the students who were in high level of self-regulated learning (16%). Meanwhile, the performance phase indicated that the medium level (47%) dominated the writing recount text activity and the high level self-regulated learners were in the second place (31%) while low level self-regulated learners was on the last place (22%). The last phase of self-regulated learning revealed that students were mostly in high level (44%) and the second place was students with medium level (34%) while the last place was students with low self-regulated learning (22%). Therefore, the students were dominantly in medium level of self-regulated learning.

Some factors affecting self-regulated learning appeared in this research such as internal and external factors. The internal factor covered personal and behavioural factors while the external factor only encompassed the environmental factor. Besides, the result of structured-interview showed that personal factor was the dominant factor of self-regulated learning in writing recount text.

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APPENDICES

Appendix 1. Highest and Lowest Score in Self-Regulated Learning Phases

Phase	Highest Score	Lowest Score
Forethought	58	43
Performance	76	57
Self-Reflection	48	35

Appendix 2. Mean Score in All Self-Regulated Learning Phases

Phase	Mean Score
Forethought	50,50
Performance	66,
Self-Reflection	41,50

BIO STATEMENT

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IMPROVING THE COMPETENCE OF COMPREHENDING NARRATIVE TEXT AND CREATIVE THINKING SKILL THROUGH ARPA

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Abstract: Pandemics greatly influences students' learning outcomes especially in comprehending a narrative text and improving their creative thinking skill. Either the learning loss or the lack of some skills such as high order thinking skills, creativity, and collaboration could not be avoided. So, a teacher has to find out a learning strategy to improve and facilitate the students to master those competences and at the meantime, the learning process should be enjoyable experience. Researcher believes that ARPA as the abbreviation of *Analyzing, Reporting, and Presenting Activities* is able to improve the students' comprehension of narrative text and their creativity at once. The research has been done as the Classroom Action Research consisted of 4 meetings in the IX C Grade SMPN 1 Martapura. Along the learning process, the observer filled some observation forms for students and teacher to find out the improvement of students' creative thinking skills, and some writtn tests for learning outcomes. The research findings are 83,3% or 25 of 32 students have achieved more than minimum mastery score (≥ 75) and 80% or 24 of 30 students were in the level of very creative and creative. The result has been proved that ARPA is highly recommended for any teachers for improving students' competence in comprehending a narrative text and creative thinking skills. So, the researcher expects this research is able to raise some creative ideas and inspired other English teachers for managing other learning strategies.

Keywords: *improving, comprehending a narrative text, creative thinking skill, ARPA*

INTRODUCTION

Pandemics has brought a lot unpredictable circumstances and effects to the whole sides of life including some policies in education, at one time the government allowed school to be opened but closed again in short time. It surely influences the students' learning outcomes. Either the learning loss or the lack of some skills such as high order thinking skills, creativity, and collaboration could not be avoided.

The previous data taken from students' questionnaire has shown that IX C lost some interest even motivation to learn certain subjects including English. The students and their parents stated though technology could highly facilitate them to gain more knowledge but they needed teachers who could guide them patiently and heartfully. Djafar and Tahmir (2021) stated that external stimulus is where learners are interested in learning English because of a strong push from someone (the teacher) himself. Besides, interpersonal relationship among students and teachers is also important in learning process.

SMP Negeri 1 Martapura has implemented limited opened school as the government' policy allowed schools to have 50% students in each meeting since January 2022. At first meeting,

researcher intentionally observed most students got difficulties in comprehending narrative text, they have difficulty interpreting the meaning of texts or synthesizing words, phrases, and sentences. Only 4 of 31 students got scores at the minimum criteria of mastery standard (75). Besides, most students had lack of their creativity. It could be seen from the way they had completed their task. It seemed the students assumed that the matter was only completing their task as the procedures given.

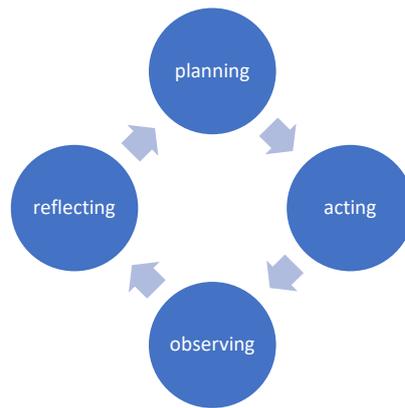
Gernsbacher, Robertson, Palladino & Werner (2004) stated comprehension is a complex interactive process that begins with identifying words by using knowledge outside the text, accessing word meaning in context, recognizing grammatical structures, drawing inferences, and self-monitoring to ensure that the text is making sense. Furthermore, comprehending text needs a creative thinking which brings some appropriate strategies to answer questions, generate questions, recognize story structure, and summarize. Trisyanti, Ashadi, Sunarno, & Masykuri (2020) stressed that creative thinking is one of thinking skill such as facilitating individuals to learn to realize their imagination, providing opportunities to think, express their ideas, and get new information.

ARPA as the abbreviation of Analyzing, Reporting, and Presenting Activities is the learning process which facilitates the students in group to practice analyzing narrative text following the leading questions given. After analyzing, they should write the report of their analysis and create it into presentation material using *canva* application. Then, they work together preparing to present it for the next meeting in front of the classroom. Researcher believes ARPA is able to improve the students' comprehension of narrative text and their creativity at once.

The background above leads researcher to carry out a study which its purpose is to find out that ARPA can be applied to improve comprehending narrative text and creativity skill of IX C students of SMP Negeri 1 Martapura. At once, the research is hopefully able to prove that ARPA can be chosen as great alternative to improve the students' comprehension to any text especially narrative text. In the meantime, it can motivate other teachers to create learning strategy for arranging joyful and meaningful learning.

METHODS

The research had been carried out by following the flow of Classroom Action Research formulated by Kemmis and Mc Taggart (Wildayani, 2020) for four months (January to April). It consists of four main activities such as planning, acting, observing, and reflecting. It was carried out in 4 meetings for each focused in the material of *narrative text*. It means that the next cycle is depended on the result of the previous cycle. The process can be seen in the following picture.



Picture 1. Research Flowchart

Refers to the classroom action research, researcher conducted some steps as follows:

1) Plan

Researcher did some preparation such as:

- a. arranging pretest items focused in the matery of narrative text.
- b. arranging the research instrument to gain some data about the students' comperehnding narrative text and the level of creative thinking skill such as the test items, assessment rubrics and forms, and the observation papers.
- c. designing a lesson plan for teaching learning process implementing *arpa* (*analyzing, reporting, and presenting activities*).
- d. arranging students' worksheet.
- e. inviting another English teacher as a collaborator.
- f. arranging the research schedule.

2) Action

Along this step, the researcher did as follow:

- a. Conducting pre-test.
- b. Implementing *ARPA* (*Analyzing, Reporting, and Presenting Activities*) based on the lesson plan arranged.

The learning process of ARPA has been formulated as follows:

1. Analyzing

- Students were divided into 6 groups of 5 persons.
- Students found a narrative text related to the local folktale, legend, or fable in any sources such as book or internet.
- Students analysed all elements of the text, at least some points of the text given by the teacher, such as the generic structures (orientation, complication, resolution), the main and supported characters, setting, plot, and moral value. They also wrote the synopsis of the text.

2. Reporting

- Students consulted the analysis result to the teacher.
- After having checked by the teacher, the students typed it as a paper work.
- Students prepared a presentation material using canva application. They had to arrange it as interesting as possible. The material should be done as their analysis before.

3. Presenting

- Before performing their presentation, the group leader should manage the duty of the group member as a moderator, a presenter, and a presenting operator.
- Students presented their paperwork in front of the class.

- Teacher and other groups gave the score for their presentation.
- c. Managing some assessments along the learning process to the students' affective, cognitive, and psychomotoric as the learning objectives to improve the students' comprehension in narrative text and creative thinking skill through *ARPA* using written test and performane.
- 3) Observation

Here, a researcher was together with another English teacher as a collaborator has done the following things:

 - a. Along the learning process, collaborator observed the teacher and students' activities using the instruments of Teacher's and Students' Activities Observations.
 - b. Along the performance (performing activities), the researcher and collaborator observed the students' creative thinking skill.
 - 4) Reflection

During the reflection, the researcher and collaborator has done the following things:

 - a. analysing the data collected during the learning process.
 - b. reflecting the strength and weakness of the learning process in cycle 1.
 - c. designing a refined lesson plan for next cycle.
 - d. rearranging the research instruments and students' worksheet.

Measures of action success applied in the research are seen from the learning process and the learning outcomes. This study was focused in the material of *Narrative text*. Action will be declared successful if 80% or more students achieve the minimum criteria of mastery standard (75) after following the learning process of *ARPA*.

As the observation and the learning result of comprehending text before, the students need to practice more and broaden their knowledge for comprehending a text. The skill of comprehending a text is very important for anyone since it will support him to broaden their knowledge and influence his cognitive skills and abilities. As Oakhill (2015) that reading comprehension is important, not just for understanding text, but for broader learning, success in education, and employment. It is even important for our social lives, because of email, text, and social networking sites. It is also stressed by Grabe and Stoller (2002), reading for understanding is the ability to understand information in text and interpret it appropriately. Here, the researcher talked about comprehending narrative text which is one of competences should be mastered by the students in the ninth grade. Narrative text is a text that tells a story, with the social functions are to inform, entertain, or amuse the readers (Hastuti, 2010).

According to Thomas Barret in Brassell and Rasinski (2008), there are three-level taxonomy of reading comprehension; first, Literal Comprehension: Literal comprehension, the lowest of the three levels, requires a reader to be able to retell or recall the facts or information presented in a text. Second, inferential Comprehension: Inferential comprehension, the next level, refers to the ability of a reader to take in information that is inferred or implied within a text. And third, Critical Comprehension: Critical or evaluative comprehension, the third and highest level in the taxonomy, involves making critical judgments about the information presented in the text.

The participants of research consisted of 30 students of IX C grade in SMP Negeri Martapura at the second semester in 2021/2022 study years. The process of collecting data were taken from several types of instruments; observation, written test, performance, and documentation.

- a. Observation. It is related to teacher's activities and as documentation and reflection of learning activity, students' activity in learning process, evaluating of learning process, and feedback process (the forms are enclosed in the appendix)
- b. Written test. It was done to measure the students' comprehension of the text. The students analysed the generic structures (orientation, complication, resolution), the main and supported characters, setting, plot, and moral value. The indicators of comprehension here focused on literal comprehension (meaning context), inferential comprehension (identify main idea to make the synopsis, the characters, setting, plot, and moral value), and critical comprehension (the generic structures of the text).

Table 1. The Indicators of Comprehending Narrative Text

No	Indicators	Score
1	Literal Comperehension	4
	a. identify word meaning	
	b. identify context meaning	
2	Inferential Comperehnsion	6
	a. identify the main idea	
	b. stating the characters	
	c. identifying setting	
	d. identifying plot	
e. identifying moral value		
3	Critical comprehension	15
	a. identifying orientation	
	b. identifying complication	
	c. identifying resolution	

The students' marks can be counted by $\frac{\text{score gotten}}{\text{total score}} \times 100$

- c. Performance. It is done to categorize their creativity. The indicators can be seen in the following table:

Table 2. Indicators of Creative Thinking

No	Indicator	Level			
		4	3	2	1
1	Fluency	Able to produce a large number of idea and answer all questions given	Able to produce some idea as the teacher's lead and answer some questions.	Able to tell some idea based on the lay out presentation and answer few questions.	Able to read the idea on the lay out presentation and answer few questions
2	Flexibility	Able to deliver all information in the text in many ways.	Able to deliver some information in the text in certain way.	Able to deliver few information in the text in certain way.	Able to deliver very few information in the text in certain way.
3	Authenticity (Originality)	Able to associate and generate information by making combination of the elements in unusual and unique way.	Able to associate and generate information by making combination of the elements based on the procedure given.	Able to associate and generate few information by making a little combination of the elements based on the procedure given.	Able to associate and generate very few information but not making any combination of the elements based on the procedure given.

4	Elaboration	Able to add detail and expand all the information, and make it more exciting and complete.	Able to add detail and expand for some information, and make it more exciting and complete.	Able to add detail and expand for few information.	Able to add detail and expand for very few information.
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Indicators taken from Torrance Test of Creative Thinking

- d. Documentation. Photos taken during the process of research.

RESULTS

This research was conducted to find out whether ARPA could support the students to improve their comprehension through narrative text and creative thinking skill. It was done in four meetings which 50 minutes for each meeting; introducing the material and generate the students' problem, analysing the text, reporting the analysis result, and presenting the analysis in front of the class. All processes have been done by the students in group.

The Results of Observations

The researcher summarized the observation results which done by the collaborator with filling an observation form for teacher's activity and students' activity. The results in detail can be seen in the following table:

Table 3. Progression of Teacher's activities in Meeting 1

No	Meeting	<u>Pre-Activity</u>	<u>While-Activity</u>	<u>Post-Activity</u>	Score
	1	Teacher has done all activities needed as praying, motivating students, holding apperception, and delivering the learning objectives and steps but she was	Teacher is very good in learning mastery but still needs to find another method or technique to bring students more active in the classroom and improve their 4 C skills.	Teacher involved the students concluding what they have learned. Unfortunately, teacher forgot to invite students to reflect their lesson and gave feedback.	33 = 82,5
	2	Teacher has done all activities needed as praying, motivating students, holding apperception, and delivering the learning objectives and steps but she was	Teacher is very good in leading students for answering questions, giving a great chance for students to ask and more active in the classroom but students still do all the tasks as usual without any willing to be more creative.	Teacher involved the students concluding what they have learned. Again, teacher had the same problem with the first meeting but it because the time was over.so, teacher didn't invite students to reflect their lesson and gave feedback.	35 = 87,5
	3	Teacher has done all activities needed as praying, motivating students, holding apperception, and delivering the learning objectives and steps but she was	Teacher is very good in leading students for analysing and arranging a report, giving a great chance for students to develop their 4C skill and involved more active in the classroom. It has made students tried to do all the tasks more creative.	Teacher involved the students concluding what they have learned. This time teacher has given feedback but he had no chance to evaluate the lesson by inviting the students to reflect their lesson.	36 = 90

	4	Teacher has done all activities needed as praying, motivating students, holding apperception, and delivering the learning objectives and steps but she was	Teacher is very good in leading students for presenting their analysis, giving a great chance for students to develop their 4C skill and involved more active in the presentation. Finally, they could perform their best.	Teacher involved the students concluding what they have learned. This time teacher has given feedback and evaluate the lesson by inviting the students to reflect their presentation for each.	37 = 92,5
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The table above shows us that applying ARPA was not only useful for developing the students' competences both cognitive and creativity but also made the teacher's pedagogical competence better and more developed. Furthermore, this research also proved how the students' creativity grew better from the observation result of students' activities, as follow:

Table 4. Level of Creativity in the first meeting

NO	RANGE	CATEGORY	NUMBER OF STUDENTS	PERCENTAGE
1	90-100	Very Creative	0	0.0
2	80-89	Creative	8	26.7
3	70-79	Enough Creative	6	20.0
4	60-69	Less Creative	9	30.0
5	50-59	Very less Creative	7	23.3
Amount			30	100

The data in the table shows only 26,7% of 30 students could be categorized as creative students while 20% was in the level of enough creative and 53,3% was still less even very less creative in the learning process. The level also can be seen in the following chart:

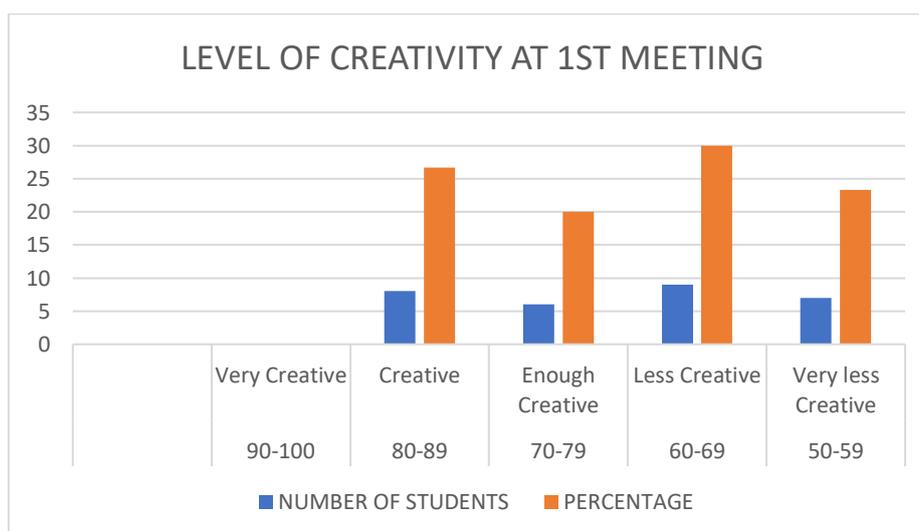


Chart 1. Level of Creativity in the first meeting

The level of students' creativity got progression at the second meeting as table below shows:

Table 5. Level of Creativity in the second meeting

NO	RANGE	CATEGORY	NUMBER OF STUDENTS	PERCENTAGE
1	90-100	Very Creative	1	3,3
2	80-89	Creative	13	43,3
3	70-79	Enough Creative	5	16,7
4	60-69	Less Creative	10	33,3
5	50-59	Very less Creative	1	3,3
Amount			30	100

Table 4 shows us the level of students' creativity got more improvement compared to the first meeting since the data indicates 46,3% students were at the creative and very creative level and the amount of the students at the level of less and very less creative had been less into 46,6 % or 11 students. The data also can be seen in the following chart:

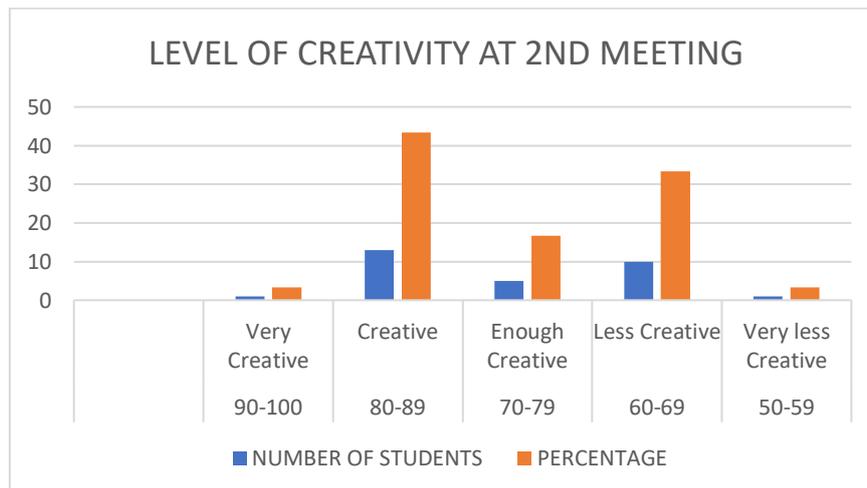


Chart 2. Level of Creativity in the 2nd meeting

The second meeting was the analyzing part. Then, at the third meeting as the process of reporting in the ARPA learning strategy, the level of students' creativity also indicated some progression as follow:

Table 6. Level of Creativity in the third meeting

NO	RANGE	CATEGORY	NUMBER OF STUDENTS	PERCENTAGE
1	90-100	Very Creative	6	20,0
2	80-89	Creative	16	53,3
3	70-79	Enough Creative	4	13,3
4	60-69	Less Creative	4	13,3
5	50-59	Very less Creative	0	0,0
Amount			30	100

The data above also can be seen in the following chart:

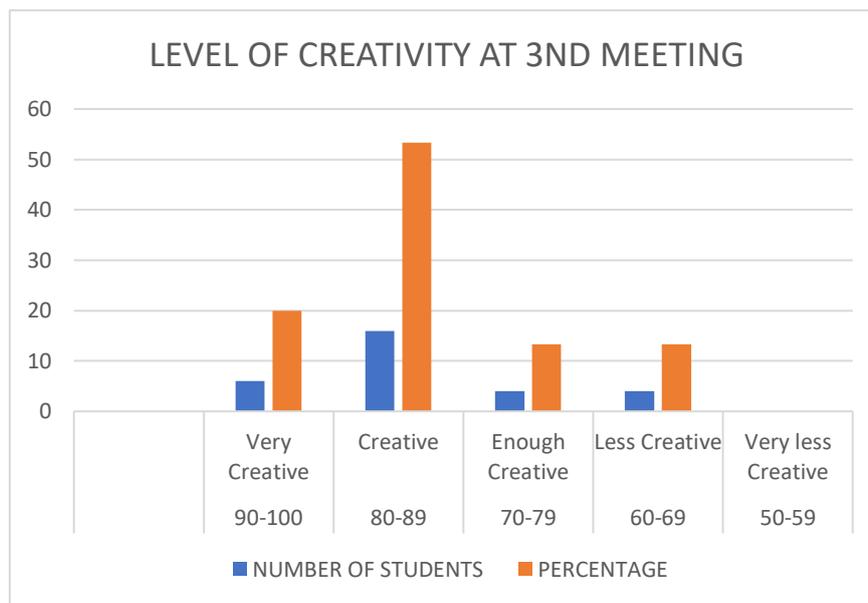


Chart 3. Level of Creativity in the third meeting

The fourth meeting as the presenting in the ARPA learning strategy carried much more progression to the level of students' creativity. The progression can be seen at the following data:

Table 7. Level of Creativity in the fourth meeting

NO	RANGE	CATEGORY	NUMBER OF STUDENTS	PERCENTAGE
1	90-100	Very Creative	11	36,7
2	80-89	Creative	13	43,3
3	70-79	Enough Creative	3	10,0
4	60-69	Less Creative	3	10,0
5	50-59	Very less Creative	0	0,0
Amount			30	100

The data in table 6 shows that 80% or 24 students have already been at the level of creative even 11 students have been categorized in the very creative level, though 10% or 3 students were still at the level of enough creative and 10% or 3 students at less creative. Surprisingly, none was in the very less creative level. The data above is shown in the following chart:

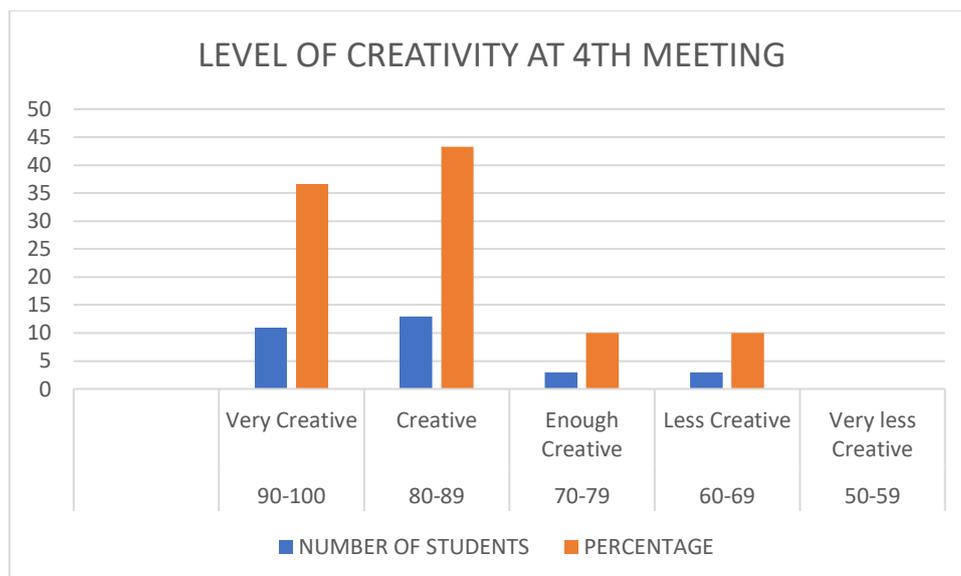


Chart 4. Level of Creativity in the fourth meeting

The Result of Written Tests

The improvement of students' competence in comprehending narrative text can be summarized from the result of written test which students have done at the end of the meeting whether online or offline. The test items were in essays and multiple choice. The data taken in three meetings (at the first, second, and third meeting) as the following data:

Tabel 8. Level of Students' Comprehension at the first Meeting

NO	RANGE	PREDICATE	CATEGORY	NUMBER OF STUDENTS	PERCENTAGE
1	93-100	A	Very good	0	0,0
2	84-92	B	Good	2	6,7
3	75-83	C	Good enough	5	16,7
4	<75	D	Less	23	76,7
Amount				30	100

The predicate based on the score interval of the minimum criteria of mastery standard: 75

The data shows that only 6,7% or 2 students had good comprehension in reading a narrative text while 16,7% students still at the C predicate. Even more, 76,7% students still had less text comprehension skill. The data above also can be shown in the chart below:

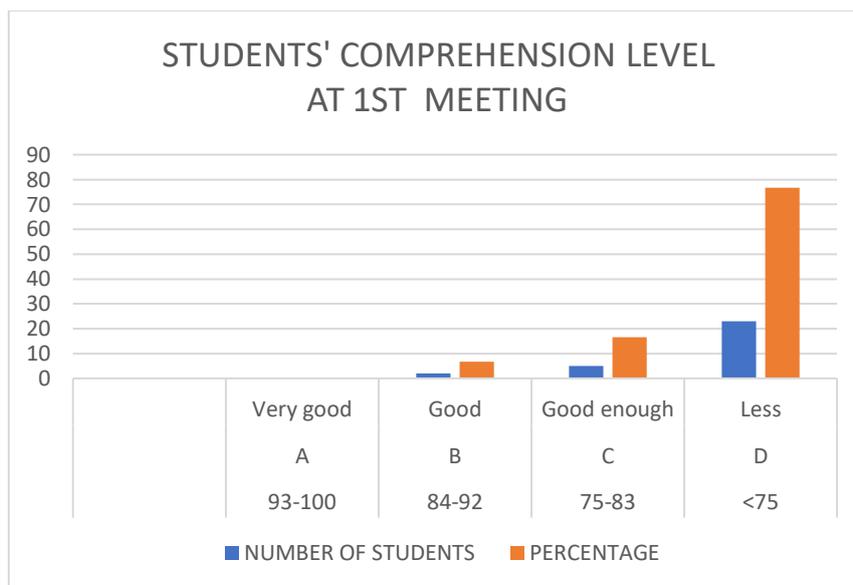


Chart 5. Level of Students' Comprehension Level at the First Meeting

Coming to the second meeting in learning a narrative text, the following data indicates some improvement of the students' comprehension skill.

Table 9. Level of Students' Comprehension at the 2nd Meeting

NO	RANGE	PREDICATE	CATEGORY	NUMBER OF STUDENTS	PERCENTAGE
1	93-100	A	Very good	3	10,0
2	84-92	B	Good	12	40,0
3	75-83	C	Good enough	7	23,3
4	<75	D	Less	8	26,7
Amount				30	100

The predicate based on the score interval of the minimum criteria of mastery standard: 75

The improvement can be seen from the number of students who could achieve very good and good categories at the second meeting since at the first meeting none was in the very good category and only 6.7% was good category. Even, the number has become 50% of the students. It can be more clearly seen in the following chart:

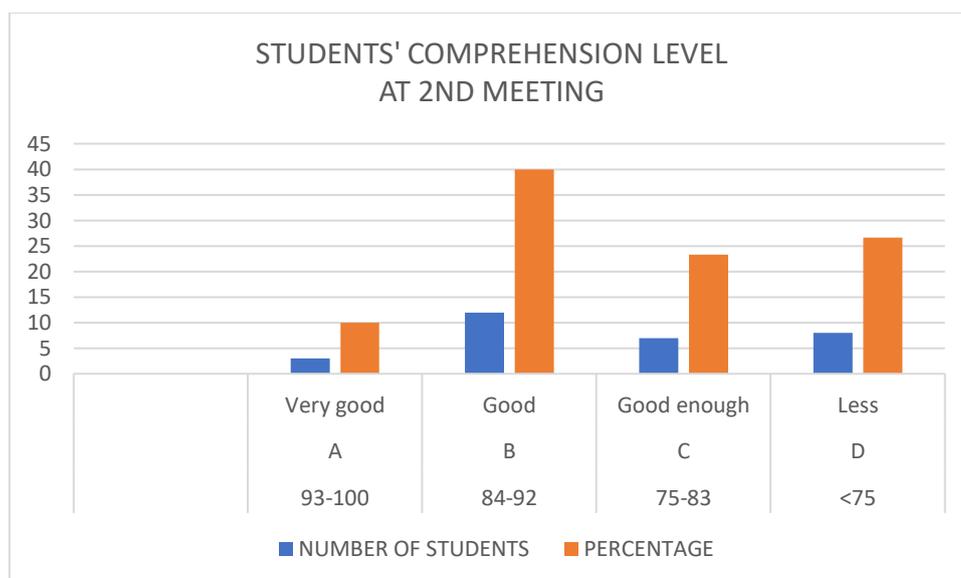


Chart 6. Level of Students' Comprehension Level at the 2nd Meeting

At the third meeting, surprisingly ARPA learning strategies has facilitated students to improve their skill in comprehending narrative text. It has been shown by the result of their written test which is categorized as follow:

Table 10. Level of Students' Comprehension at the 3rd Meeting

NO	RANGE	PREDICATE	CATEGORY	NUMBER OF STUDENTS	PERCENTAGE
1	93-100	A	Very good	3	10,0
2	84-92	B	Good	18	60,0
3	75-83	C	Good enough	4	13,3
4	<75	D	Less	5	16,7
Amount				30	100

The predicate based on the score interval of the minimum criteria of mastery standard: 75

Table 10 shows that 83.3% students or 25 of 30 students have achieved scores equal and more than the minimum criteria of mastery standard (75) after following the learning process of ARPA. Though, there was still 16.7% students less than 75. Clearly, it also can be seen at the following table:

Table 11. The Achievement of Students in Comprehending a Narrative Text

NO	RANGE	CATEGORY	NUMBER OF STUDENTS	PERCENTAGE
1	>75	passed	25	83,3
2	<75	not passed	5	16,7

It is more clearly seen at the following chart:

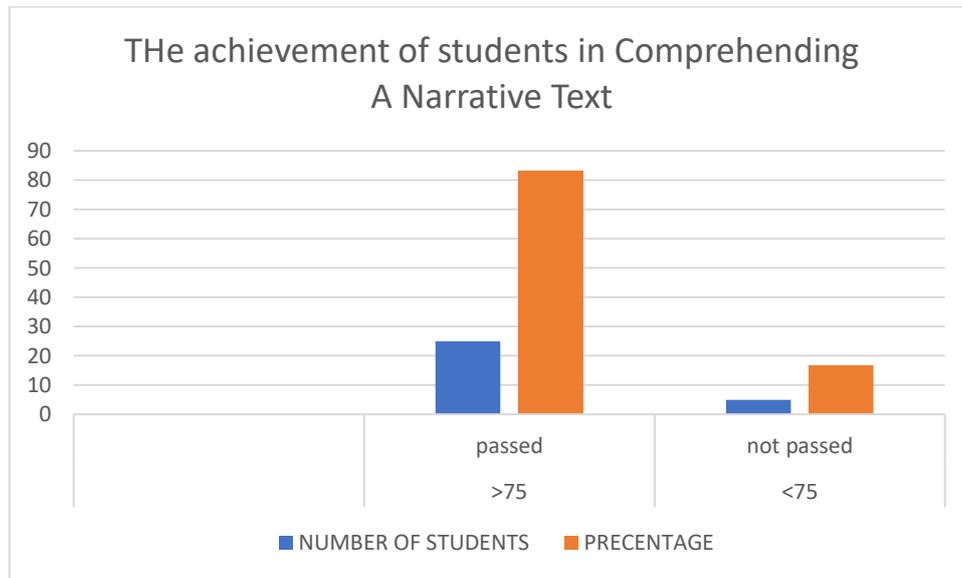


Chart 7. The Achievement of Students in Comprehending a Narrative Text After ARPA Learning Process

The result observation result of creativity and written tests have proved that by implementing ARPA in the learning process is able to improve the students' competences as the successful indicators of research findings formulated before.

DISCUSSION

Some scientific researchers in the book *How The Brain Learns To Read* concluded that comprehension is a complex interactive process that begins with identifying words by using knowledge outside the text, accessing word meaning in context, recognizing grammatical structures, drawing inferences, and self-monitoring to ensure that the text is making sense. Furthermore, comprehension strategies include self-monitoring, graphic and semantic organizers, answering questions, generating questions, recognizing story structure, and summarizing. Those statements reveal that comprehending text would be easily done by practicing creative thinking in the learning process. Surely, it needs some strategies which enable students to improve the competence. Here, the researcher applied ARPA (Analyzing, Reporting, and Presenting Activities) in the learning process.

After applying ARPA (Analyzing, Reporting, and Presenting Activities) in the learning process, researcher convinced that it would improve the students' competences in comprehending a narrative text and creative thinking. It has been proved as the action classroom research carried out for 4 months. The students of IX C grade had been taken as the subjects of the research and they did the activities in four meetings. The researcher was supported by a collaborator, Mrs. Santi Damayanti Pamungkas, S.S., an English teacher to observe the students' activities attentively to find out their creative thinking skill during the implementation of ARPA. While written tests were carried out to find out the students' competence in comprehending a narrative text.

The findings of the research have proved that the students' creative thinking skill turned into better improvement as the observations in four meeting have revealed as follows:

Table 12. The Improvement of The Students' Creative Thinking Skill Level
In ARPA Learning Process

NO	RANGE	CATEGORY	NUMBER OF STUDENTS				PERCENTAGE			
			1	2	3	4	1	2	3	4
1	90-100	Very Creative	0	1	6	11	0,0	3,3	20,0	36,7
2	80-89	Creative	8	13	16	13	26,7	43,3	53,3	43,3
3	70-79	Enough Creative	6	5	4	3	20,0	16,7	13,3	10,0
4	60-69	Less Creative	9	10	4	3	30,0	33,3	13,3	10,0
5	50-59	Very less Creative	7	1	0	0	23,3	3,3	0,0	0,0

Table 12 shows that the students' creative thinking skill has improved significantly. At the end of the learning process of ARPA, 80% students have reached the level of very creative and creative. It can be concluded that ARPA was able to facilitate the students to be more creative since being creative is not easy for everyone. Even in Taxonomy Bloom, synthesis (creativity) as one of the most difficult skills to master because a person has to use all of the other cognitive skills in the creative process, and it is the highest level at the high order thinking skills. ARPA fulfill some criteria of developing students' creativity in classroom as stated by Ben Johnson (2019) in his article *4 Ways to Develop Creativity in Students*. There are:

1. Set up learning activities that allow students to explore their creativity in relevant, interesting, and worthwhile ways.
2. Value creativity and celebrate and reward it.
3. Teach students the other skills they need to be creative.
4. Remove constraints for creativity and give the students space and a framework in which they can be creative.

At the meantime developing the students' creative thinking skill, ARPA also enables teacher to improve the students' competence in comprehending a narrative text. It can be proved by the results of written test taken by students. The improvement of their competence can be seen at the table below:

Table 13. The Improvement of the Students' Competence
in Comprehending A Narrative Text

NO	RANGE	PREDICATE	NUMBER OF STUDENTS			PERCENTAGE		
			1	2	3	1	2	3
1	93-100	A	0	3	3	0,0	10,0	10,0
2	84-92	B	2	12	18	6,7	40,0	60,0
3	75-83	C	5	7	4	16,7	23,3	13,3
4	<75	D	23	8	5	76,7	26,7	16,7

Table 13 indicates a significant improvement of students' competence in comprehending a narrative text. At the first meeting, only 7 students achieved equal to the minimum mastery score and more (≥ 75) while at the third meeting after implementing ARPA in the learning process, 25 of 30 students have improved their learning outcomes.

By improving the students' learning outcomes in comprehending a text, it will broaden their knowledge and enhance their interest to spend their time more in reading. Moreover, the competence of comprehending a text is also important to support the students preparing their successful life in the future. Oakhill (2015) stated that reading comprehension is important, not just for understanding text, but for broader learning, success in education, and employment. It also deals to our social lives, because of email, text, and social networking sites. Shortly, reading comprehension skill does not only understand the content but more broadly for learning, the success of education and work processes, but also for the benefit of social life. Furthermore, the competence will build the students' creativity since they will be more flexible, fluent, and authentic when elaborating certain topics since they gain more knowledge through reading. The more they are able to comprehend a text, they will be get more interesting in reading a text. So, it can be concluded that ARPA can be an alternative learning strategy for improving the students' competence in reading comprehension and creative thinking skill.

CONCLUSION

The research findings have proved that ARPA (*Analyzing, Reporting, and Presenting Activities*) is able to improve the students' competence in reading comprehension and creative thinking skill. It has been proved from the result of learning outcomes that 83,3% students of IXC achieved more than minimum mastery score and the result observation shows that 80% students are at the level of creative and very creative.

The researcher expects this study will stimulate other teachers to bring up a greater idea of learning strategies in order to improve the students' skills to be a very competitive person in the future. Since, the appropriate learning strategy is also one of the most important elements in successful teaching.

ACKNOWLEDGEMENTS

The writer would like to give huge appreciation to the Almighty God, Allah SWT for giving His bless to complete this research entitled "Improving Comprehending Narrative Text and Creative Thinking Skill of SMPN 1 Martapura Students through ARPA" well and smoothly. In the meantime, she gratefully thanks for the following supports:

1. Yatim Dwi Margono, M.Pd. as the headmaster who has given the approval and support to do this research.
2. Santi Damayanti Pamungkas, S.S. as the collaborator.
3. All teachers in SMPN 1 Martapura.
4. All IX C grade students for participating well in the learning process.
5. All people that she could not mention one by one.

The writer realizes that this report is imperfect and needs so many revision and critics to make it better. So, everyone can give any critics without any hesitations. Last but not least, the writer greatly expects this research will be useful as an inspiration for school teaching learning especially for English subject.

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APPENDICES

Appendix 1

PERTEMUAN 1

INSTRUMEN PENGAMATAN PELAKSANAAN PEMBELAJARAN (*OBSERVASI*)

Nama Guru : Gusti Wildayani, S.Pd., M.Pd.
 Mapel/Kelas : Bahasa Inggris/IXC
 Hari/Tgl/Jam ke- : Senin, 17 Januari 2022
 Peserta Didik: Jumlah: 30 Org; Hadir: 29 Org; Tidak Hadir: 1 Org.
 KD :

- 3.5 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait *fairytale*s, pendek dan sederhana, sesuai dengan konteks penggunaannya
- 4.5 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait *fairytale*s.

No.	Aspek Pengamatan	Hasil		Catatan
		Ya	Tidak	
A	Kegiatan Pendahuluan			
1	Membangun sikap religius sesuai dengan ajaran agama yang dianutnya	V		
2	Membangun motivasi peserta didik untuk belajar	V		
3	Memberikan apersepsi dengan cara menghubungkan materi pembelajaran dengan pengalaman peserta didik	V		
4	Menyampaikan tujuan pembelajaran dan kompetensi yang harus dicapai oleh peserta didik	V		
5	Menyampaikan langkah-langkah kegiatan pembelajaran dan kompetensi yang akan dinilai	V		
B	Kegiatan Inti			
B1	Penguasaan Materi Pembelajaran			
6	Kemampuan menyesuaikan materi pembelajaran dengan tujuan pembelajaran	V		
7	Kemampuan mengkaitkan materi pembelajaran dengan pengetahuan lain yang relevan dengan kehidupan sehari-hari.		V	
8	Menyajikan pembahasan materi pembelajaran dengan tepat dan lengkap sesuai dengan konsep yang benar	V		
9	Menyajikan materi secara sistematis (dari materi mudah ke yang sulit, dari materi sederhana ke yang kompleks, dari	V		

No.	Aspek Pengamatan	Hasil		Catatan
		Ya	Tidak	
	materi konkrit ke abstrak atau sebaliknya) sesuai dengan kompetensi yang akan dicapai peserta didik.			
B2	Implementasi Pembelajaran			
10	Melaksanakan pembelajaran mengikuti kerangka RPP.	V		
11	Pembelajaran yang dilaksanakan bersifat interaktif yang mendorong munculnya interaksi multi-arah, yaitu antarpeserta didik, peserta didik dengan guru, dan peserta didik dengan sumber belajar, serta peserta didik dengan lingkungan belajar sehingga memiliki kemampuan komunikatif dan kerjasama yang baik.	V		
12	Pembelajaran yang dilaksanakan bersifat inspiratif dan multifaset (variasi proses berpikir C1-C6) untuk memunculkan kebiasaan positif peserta didik yaitu terbangunnya karakter dan berkembangnya <i>Higher Order Thinking Skills (HOTS)</i> atau Keterampilan Berpikir Tingkat Tinggi (KeBiTT) peserta didik.	V		
13	Pembelajaran yang dilaksanakan menarik, menyenangkan, dan membelajarkan.	V		
14	Pembelajaran yang dilaksanakan menantang sehingga memunculkan kemampuan berpikir kritis.		V	
15	Pembelajaran yang dilaksanakan memotivasi peserta didik untuk berpartisipasi aktif dan bermakna (<i>meaningful</i>)	V		
16	Pembelajaran yang dilaksanakan memberikan ruang yang cukup bagi prakarsa sesuai dengan bakat, minat, dan perkembangan fisik serta psikologis peserta didik.		V	
17	Pembelajaran yang dilaksanakan menumbuhkan kreativitas sesuai dengan bakat, minat, dan perkembangan fisik serta psikologis peserta didik		V	
18	Pembelajaran yang dilaksanakan menumbuhkan kemandirian berpikir dan bertindak sesuai dengan bakat, minat, dan perkembangan fisik serta psikologis peserta didik.		V	
19	Pembelajaran yang dilaksanakan menumbuhkan dan memperkuat budaya literasi	V		
20	Guru menerapkan teknik bertanya dengan tidak memunculkan jawaban serempak (<i>chorus answer</i>) dari peserta didik	V		
21	Guru memberikan pertanyaan kepada peserta didik dengan pertanyaan pelacak (<i>probing question</i>) untuk mendorong kemampuan bernalar (berpikir kritis, logis, dan sistematis)	V		

No.	Aspek Pengamatan	Hasil		Catatan
		Ya	Tidak	
22	Guru mendorong peserta didik untuk mengembangkan keterampilan bertanya untuk membangun kebiasaan mencari tahu (<i>inquisiveness</i>)	V		
B3	Pemanfaatan Media dan Sumber Belajar			
23	Mengakomodasi perkembangan teknologi pembelajaran sesuai dengan konsep dan prinsip <i>Techno-Pedagogical Content Knowledge (TPACK)</i>	V		
24	Menunjukkan keterampilan dalam menggunakan media pembelajaran	V		
25	Menunjukkan keterampilan dalam penggunaan sumber belajar	V		
26	Melibatkan peserta didik dalam pemanfaatan media pembelajaran	V		
27	Melibatkan peserta didik dalam pemanfaatan sumber belajar	V		
28	Media dan sumber belajar yang digunakan mampu menghasilkan pesan yang menarik dan mengesankan	V		
B4	Interaksi dengan peserta didik			
29	Guru menumbuhkan partisipasi aktif peserta didik melalui interaksi antarpeserta didik, peserta didik dengan guru, peserta didik dengan media dan sumber belajar	V		
30	Guru memberikan respon positif terhadap partisipasi peserta didik	V		
31	Guru menunjukkan sikap terbuka terhadap respons peserta didik	V		
32	Guru menunjukkan hubungan pribadi yang kondusif dan konstruktif	V		
33	Menumbuhkan keceriaan dan antusiasme peserta didik dalam pembelajaran	V		
B5	Penggunaan Bahasa yang Benar dan Tepat dalam pembelajaran			
34	Menggunakan bahasa Indonesia yang baik, benar, dan kontekstual	V		
35	Menggunakan pilihan kata yang mudah dipahami oleh peserta didik	V		
C	Kegiatan Penutup			
36	Membuat rangkuman dan/atau kesimpulan dengan melibatkan peserta didik	V		

No.	Aspek Pengamatan	Hasil		Catatan
		Ya	Tidak	
37	Melaksanakan penilaian pembelajaran (secara lisan/tertulis)	V		
38	Mengumpulkan hasil kerja peserta didik sebagai bahan portofolio	V		
39	Memberikan tindak lanjut hasil penilaian (remediasi/pengayaan)		V	
40	Melakukan refleksi pembelajaran (kebermaknaan pembelajaran untuk perkembangan pribadi peserta didik)		V	
	J u m l a h			

$$\text{Nilai} = \frac{33}{40} \times 100 = 82,5$$

Skor maksimum = 40; Kriteria: Amat baik (A) : $90 < A \leq 100$; Baik (B): $80 < B \leq 90$; Cukup (C): $70 < C \leq 80$; Kurang (K) : ≤ 70

CATATAN:

Pembelajaran akan lebih menarik apabila persentasi keterlibatan peserta didik lebih banyak.

TINDAK LANJUT:

Guru harus lebih memusatkan pembelajaran pada peserta didik.

Appendix 2

PERTEMUAN 2

INSTRUMEN PENGAMATAN PELAKSANAAN PEMBELAJARAN (*OBSERVASI*)

Nama Guru : Gusti Wildayani, S.Pd., M.Pd.
 Mapel/Kelas : Bahasa Inggris/IXC
 Hari/Tgl/Jam ke- : Senin, 24 Januari 2022
 Peserta Didik: Jumlah: 30 Org; Hadir: 30 Org; Tidak Hadir: - Org.
 KD :

- 3.5 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait *fairytale*s, pendek dan sederhana, sesuai dengan konteks penggunaannya
- 4.5 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait *fairytale*s.

No.	Aspek Pengamatan	Hasil		Catatan
		Ya	Tidak	
A	Kegiatan Pendahuluan			
1	Membangun sikap religius sesuai dengan ajaran agama yang dianutnya	V		
2	Membangun motivasi peserta didik untuk belajar	V		
3	Memberikan apersepsi dengan cara menghubungkan materi pembelajaran dengan pengalaman peserta didik	V		
4	Menyampaikan tujuan pembelajaran dan kompetensi yang harus dicapai oleh peserta didik	V		
5	Menyampaikan langkah-langkah kegiatan pembelajaran dan kompetensi yang akan dinilai	V		
B	Kegiatan Inti			
B1	Penguasaan Materi Pembelajaran			
6	Kemampuan menyesuaikan materi pembelajaran dengan tujuan pembelajaran	V		
7	Kemampuan mengkaitkan materi pembelajaran dengan pengetahuan lain yang relevan dengan kehidupan sehari-hari.	V		
8	Menyajikan pembahasan materi pembelajaran dengan tepat dan lengkap sesuai dengan konsep yang benar	V		
9	Menyajikan materi secara sistematis (dari materi mudah ke yang sulit, dari materi sederhana ke yang kompleks, dari materi konkrit ke abstrak atau sebaliknya) sesuai dengan kompetensi yang akan dicapai peserta didik.	V		

No.	Aspek Pengamatan	Hasil		Catatan
		Ya	Tidak	
B2	Implementasi Pembelajaran			
10	Melaksanakan pembelajaran mengikuti kerangka RPP.	V		
11	Pembelajaran yang dilaksanakan bersifat interaktif yang mendorong munculnya interaksi multi-arah, yaitu antarpeserta didik, peserta didik dengan guru, dan peserta didik dengan sumber belajar, serta peserta didik dengan lingkungan belajar sehingga memiliki kemampuan komunikatif dan kerjasama yang baik.	V		
12	Pembelajaran yang dilaksanakan bersifat inspiratif dan multifaset (variasi proses berpikir C1-C6) untuk memunculkan kebiasaan positif peserta didik yaitu terbangunnya karakter dan berkembangnya <i>Higher Order Thinking Skills (HOTS)</i> atau Keterampilan Berpikir Tingkat Tinggi (KeBiTT) peserta didik.	V		
13	Pembelajaran yang dilaksanakan menarik, menyenangkan, dan membelajarkan.	V		
14	Pembelajaran yang dilaksanakan menantang sehingga memunculkan kemampuan berpikir kritis.	V		
15	Pembelajaran yang dilaksanakan memotivasi peserta didik untuk berpartisipasi aktif dan bermakna (<i>meaningful</i>)	V		
16	Pembelajaran yang dilaksanakan memberikan ruang yang cukup bagi prakarsa sesuai dengan bakat, minat, dan perkembangan fisik serta psikologis peserta didik.		V	
17	Pembelajaran yang dilaksanakan menumbuhkan kreativitas sesuai dengan bakat, minat, dan perkembangan fisik serta psikologis peserta didik		V	
18	Pembelajaran yang dilaksanakan menumbuhkan kemandirian berpikir dan bertindak sesuai dengan bakat, minat, dan perkembangan fisik serta psikologis peserta didik.	V		
19	Pembelajaran yang dilaksanakan menumbuhkan dan memperkuat budaya literasi	V		
20	Guru menerapkan teknik bertanya dengan tidak memunculkan jawaban serempak (<i>chorus answer</i>) dari peserta didik	V		
21	Guru memberikan pertanyaan kepada peserta didik dengan pertanyaan pelacak (<i>probing question</i>) untuk mendorong kemampuan bernalar (berpikir kritis, logis, dan sistematis)		V	
22	Guru mendorong peserta didik untuk mengembangkan keterampilan bertanya untuk membangun kebiasaan mencari tahu (<i>inquisiveness</i>)	V		

No.	Aspek Pengamatan	Hasil		Catatan
		Ya	Tidak	
B3	Pemanfaatan Media dan Sumber Belajar			
23	Mengakomodasi perkembangan teknologi pembelajaran sesuai dengan konsep dan prinsip <i>Techno-Pedagogical Content Knowledge (TPACK)</i>	V		
24	Menunjukkan keterampilan dalam menggunakan media pembelajaran	V		
25	Menunjukkan keterampilan dalam penggunaan sumber belajar	V		
26	Melibatkan peserta didik dalam pemanfaatan media pembelajaran	V		
27	Melibatkan peserta didik dalam pemanfaatan sumber belajar	V		
28	Media dan sumber belajar yang digunakan mampu menghasilkan pesan yang menarik dan mengesankan	V		
B4	Interaksi dengan peserta didik			
29	Guru menumbuhkan partisipasi aktif peserta didik melalui interaksi antarpeserta didik, peserta didik dengan guru, peserta didik dengan media dan sumber belajar	V		
30	Guru memberikan respon positif terhadap partisipasi peserta didik	V		
31	Guru menunjukkan sikap terbuka terhadap respons peserta didik	V		
32	Guru menunjukkan hubungan pribadi yang kondusif dan konstruktif	V		
33	Menumbuhkan keceriaan dan antusiasme peserta didik dalam pembelajaran	V		
B5	Penggunaan Bahasa yang Benar dan Tepat dalam pembelajaran			
34	Menggunakan bahasa Indonesia yang baik, benar, dan kontekstual	V		
35	Menggunakan pilihan kata yang mudah dipahami oleh peserta didik	V		
C	Kegiatan Penutup			
36	Membuat rangkuman dan/atau kesimpulan dengan melibatkan peserta didik	V		
37	Melaksanakan penilaian pembelajaran (secara lisan/tertulis)	V		
38	Mengumpulkan hasil kerja peserta didik sebagai bahan portofolio	V		

No.	Aspek Pengamatan	Hasil		Catatan
		Ya	Tidak	
39	Memberikan tindak lanjut hasil penilaian (remediasi/pengayaan)		V	
40	Melakukan refleksi pembelajaran (kebermaknaan pembelajaran untuk perkembangan pribadi peserta didik)		V	
	J u m l a h			

$$\text{Nilai} = \frac{35}{40} \times 100 = 87,5$$

Skor maksimum = 40; Kriteria: Amat baik (A): $90 < A \leq 100$; Baik (B): $80 < B \leq 90$; Cukup (C): $70 < C \leq 80$; Kurang (K) : ≤ 70

CATATAN:

Penetapan Kesepakatan waktu dalam mengerjakan tugas penting dilakukan agar alokasi waktu pembelajaran sesuai dengan yang direncanakan. Peserta didik lebih diarahkan untuk berkolaborasi dan menganalisa lebih luas dan lebih dalam dari teks yang mereka pilih.

TINDAK LANJUT:

Penetapan kesepakatan waktu dalam penugasan akan dilakukan sebelum peserta didik melakukan tugas. Selain itu peserta didik diberikan kebebasan dalam menganalisa lebih luas dan mengambil sumber belajar dari mana pun termasuk penggunaan gadget.

Appendix 3

PERTEMUAN 3

INSTRUMEN PENGAMATAN PELAKSANAAN PEMBELAJARAN (*OBSERVASI*)

Nama Guru : Gusti Wildayani, S.Pd., M.Pd.

Mapel/Kelas : Bahasa Inggris/IXC

Hari/Tgl/Jam ke- : Senin, 31 Januari 2022

Peserta Didik: Jumlah: 30 Org; Hadir: 30 Org

KD :

3.5 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait *fairytale*s, pendek dan sederhana, sesuai dengan konteks penggunaannya

4.5 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait *fairytale*s.

No.	Aspek Pengamatan	Hasil		Catatan
		Ya	Tidak	
A	Kegiatan Pendahuluan			
1	Membangun sikap religius sesuai dengan ajaran agama yang dianutnya	V		
2	Membangun motivasi peserta didik untuk belajar	V		
3	Memberikan apersepsi dengan cara menghubungkan materi pembelajaran dengan pengalaman peserta didik	V		
4	Menyampaikan tujuan pembelajaran dan kompetensi yang harus dicapai oleh peserta didik	V		
5	Menyampaikan langkah-langkah kegiatan pembelajaran dan kompetensi yang akan dinilai	V		
B	Kegiatan Inti			
B1	Penguasaan Materi Pembelajaran			
6	Kemampuan menyesuaikan materi pembelajaran dengan tujuan pembelajaran	V		
7	Kemampuan mengkaitkan materi pembelajaran dengan pengetahuan lain yang relevan dengan kehidupan sehari-hari.	V		
8	Menyajikan pembahasan materi pembelajaran dengan tepat dan lengkap sesuai dengan konsep yang benar	V		
9	Menyajikan materi secara sistematis (dari materi mudah ke yang sulit, dari materi sederhana ke yang kompleks, dari materi konkrit ke abstrak atau sebaliknya) sesuai dengan kompetensi yang akan dicapai peserta didik.	v		

No.	Aspek Pengamatan	Hasil		Catatan
		Ya	Tidak	
B2	Implementasi Pembelajaran			
10	Melaksanakan pembelajaran mengikuti kerangka RPP.	V		
11	Pembelajaran yang dilaksanakan bersifat interaktif yang mendorong munculnya interaksi multi-arah, yaitu antarpeserta didik, peserta didik dengan guru, dan peserta didik dengan sumber belajar, serta peserta didik dengan lingkungan belajar sehingga memiliki kemampuan komunikatif dan kerjasama yang baik.	V		
12	Pembelajaran yang dilaksanakan bersifat inspiratif dan multifaset (variasi proses berpikir C1-C6) untuk memunculkan kebiasaan positif peserta didik yaitu terbangunnya karakter dan berkembangnya <i>Higher Order Thinking Skills (HOTS)</i> atau Keterampilan Berpikir Tingkat Tinggi (KeBiTT) peserta didik.	V		
13	Pembelajaran yang dilaksanakan menarik, menyenangkan, dan membelajarkan.	V		
14	Pembelajaran yang dilaksanakan menantang sehingga memunculkan kemampuan berpikir kritis.	V		
15	Pembelajaran yang dilaksanakan memotivasi peserta didik untuk berpartisipasi aktif dan bermakna (<i>meaningful</i>)	V		
16	Pembelajaran yang dilaksanakan memberikan ruang yang cukup bagi prakarsa sesuai dengan bakat, minat, dan perkembangan fisik serta psikologis peserta didik.		V	
17	Pembelajaran yang dilaksanakan menumbuhkan kreativitas sesuai dengan bakat, minat, dan perkembangan fisik serta psikologis peserta didik	V		
18	Pembelajaran yang dilaksanakan menumbuhkan kemandirian berpikir dan bertindak sesuai dengan bakat, minat, dan perkembangan fisik serta psikologis peserta didik.	V		
19	Pembelajaran yang dilaksanakan menumbuhkan dan memperkuat budaya literasi	V		
20	Guru menerapkan teknik bertanya dengan tidak memunculkan jawaban serempak (<i>chorus answer</i>) dari peserta didik	V		
21	Guru memberikan pertanyaan kepada peserta didik dengan pertanyaan pelacak (<i>probing question</i>) untuk mendorong kemampuan bernalar (berpikir kritis, logis, dan sistematis)	V		
22	Guru mendorong peserta didik untuk mengembangkan keterampilan bertanya untuk membangun kebiasaan mencari tahu (<i>inquisiveness</i>)	V		

No.	Aspek Pengamatan	Hasil		Catatan
		Ya	Tidak	
B3	Pemanfaatan Media dan Sumber Belajar			
23	Mengakomodasi perkembangan teknologi pembelajaran sesuai dengan konsep dan prinsip <i>Techno-Pedagogical Content Knowledge (TPACK)</i>	V		
24	Menunjukkan keterampilan dalam menggunakan media pembelajaran		V	
25	Menunjukkan keterampilan dalam penggunaan sumber belajar	V		
26	Melibatkan peserta didik dalam pemanfaatan media pembelajaran		V	
27	Melibatkan peserta didik dalam pemanfaatan sumber belajar	V		
28	Media dan sumber belajar yang digunakan mampu menghasilkan pesan yang menarik dan mengesankan	V		
B4	Interaksi dengan peserta didik			
29	Guru menumbuhkan partisipasi aktif peserta didik melalui interaksi antarpeserta didik, peserta didik dengan guru, peserta didik dengan media dan sumber belajar	V		
30	Guru memberikan respon positif terhadap partisipasi peserta didik	V		
31	Guru menunjukkan sikap terbuka terhadap respons peserta didik	V		
32	Guru menunjukkan hubungan pribadi yang kondusif dan konstruktif	V		
33	Menumbuhkan keceriaan dan antusiasme peserta didik dalam pembelajaran	V		
B5	Penggunaan Bahasa yang Benar dan Tepat dalam pembelajaran			
34	Menggunakan bahasa Indonesia yang baik, benar, dan kontekstual	V		
35	Menggunakan pilihan kata yang mudah dipahami oleh peserta didik	V		
C	Kegiatan Penutup			
36	Membuat rangkuman dan/atau kesimpulan dengan melibatkan peserta didik	V		
37	Melaksanakan penilaian pembelajaran (secara lisan/tertulis)	V		
38	Mengumpulkan hasil kerja peserta didik sebagai bahan portofolio	V		

No.	Aspek Pengamatan	Hasil		Catatan
		Ya	Tidak	
39	Memberikan tindak lanjut hasil penilaian (remediasi/pengayaan)	V		
40	Melakukan refleksi pembelajaran (kebermaknaan pembelajaran untuk perkembangan pribadi peserta didik)		v	
	J u m l a h			

$$\text{Nilai} = \frac{36}{40} \times 100 = 90$$

Skor maksimum = 40; Kriteria: Amat baik (A): $90 < A \leq 100$; Baik (B): $80 < B \leq 90$; Cukup (C): $70 < C \leq 80$; Kurang (K) : ≤ 70

CATATAN:

Peserta didik perlu pendampingan yang lebih dalam membuat laporan hasil Analisa dan perlu diberikan contoh namun tetap diarahkan untuk membuat laporan dengan kreativitas sendiri tanpa menghilangkan esensi penting dari laporan tersebut.

TINDAK LANJUT:

Konsultasi dalam penyusunan laporan pembuatan bahan persentasi dilaksanakan melalui media social (Grup What'sapp) dan tatap muka baik selama pembelajaran maupun setelah waktu pembelajaran peserta didik selesai (sepulang sekolah).

Appendix 4

PERTEMUAN 4

INSTRUMEN PENGAMATAN PELAKSANAAN PEMBELAJARAN (*OBSERVASI*)

Nama Guru : Gusti Wildayani, S.Pd., M.Pd.
 Mapel/Kelas : Bahasa Inggris/IXC
 Hari/Tgl/Jam ke- : Senin, 07 Februari 2022
 Peserta Didik: Jumlah: 30 Org; Hadir: 30 Org; Tidak Hadir: - Org.
 KD :

- 3.5 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait *fairytale*s, pendek dan sederhana, sesuai dengan konteks penggunaannya
- 4.5 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait *fairytale*s.

No.	Aspek Pengamatan	Hasil		Catatan
		Ya	Tidak	
A	Kegiatan Pendahuluan			
1	Membangun sikap religius sesuai dengan ajaran agama yang dianutnya	V		
2	Membangun motivasi peserta didik untuk belajar	V		
3	Memberikan apersepsi dengan cara menghubungkan materi pembelajaran dengan pengalaman peserta didik	V		
4	Menyampaikan tujuan pembelajaran dan kompetensi yang harus dicapai oleh peserta didik	V		
5	Menyampaikan langkah-langkah kegiatan pembelajaran dan kompetensi yang akan dinilai	V		
B	Kegiatan Inti			
B1	Penguasaan Materi Pembelajaran			
6	Kemampuan menyesuaikan materi pembelajaran dengan tujuan pembelajaran	V		
7	Kemampuan mengkaitkan materi pembelajaran dengan pengetahuan lain yang relevan dengan kehidupan sehari-hari.	V		
8	Menyajikan pembahasan materi pembelajaran dengan tepat dan lengkap sesuai dengan konsep yang benar	V		
9	Menyajikan materi secara sistematis (dari materi mudah ke yang sulit, dari materi sederhana ke yang kompleks, dari materi konkrit ke abstrak atau sebaliknya) sesuai dengan kompetensi yang akan dicapai peserta didik.	v		

No.	Aspek Pengamatan	Hasil		Catatan
		Ya	Tidak	
B2	Implementasi Pembelajaran			
10	Melaksanakan pembelajaran mengikuti kerangka RPP.	V		
11	Pembelajaran yang dilaksanakan bersifat interaktif yang mendorong munculnya interaksi multi-arah, yaitu antarpeserta didik, peserta didik dengan guru, dan peserta didik dengan sumber belajar, serta peserta didik dengan lingkungan belajar sehingga memiliki kemampuan komunikatif dan kerjasama yang baik.	V		
12	Pembelajaran yang dilaksanakan bersifat inspiratif dan multifaset (variasi proses berpikir C1-C6) untuk memunculkan kebiasaan positif peserta didik yaitu terbangunnya karakter dan berkembangnya <i>Higher Order Thinking Skills (HOTS)</i> atau Keterampilan Berpikir Tingkat Tinggi (KeBiTT) peserta didik.	V		
13	Pembelajaran yang dilaksanakan menarik, menyenangkan, dan membelajarkan.	V		
14	Pembelajaran yang dilaksanakan menantang sehingga memunculkan kemampuan berpikir kritis.	V		
15	Pembelajaran yang dilaksanakan memotivasi peserta didik untuk berpartisipasi aktif dan bermakna (<i>meaningful</i>)	V		
16	Pembelajaran yang dilaksanakan memberikan ruang yang cukup bagi prakarsa sesuai dengan bakat, minat, dan perkembangan fisik serta psikologis peserta didik.		V	
17	Pembelajaran yang dilaksanakan menumbuhkan kreativitas sesuai dengan bakat, minat, dan perkembangan fisik serta psikologis peserta didik	V		
18	Pembelajaran yang dilaksanakan menumbuhkan kemandirian berpikir dan bertindak sesuai dengan bakat, minat, dan perkembangan fisik serta psikologis peserta didik.	V		
19	Pembelajaran yang dilaksanakan menumbuhkan dan memperkuat budaya literasi	V		
20	Guru menerapkan teknik bertanya dengan tidak memunculkan jawaban serempak (<i>chorus answer</i>) dari peserta didik	V		
21	Guru memberikan pertanyaan kepada peserta didik dengan pertanyaan pelacak (<i>probing question</i>) untuk mendorong kemampuan bernalar (berpikir kritis, logis, dan sistematis)	V		
22	Guru mendorong peserta didik untuk mengembangkan keterampilan bertanya untuk membangun kebiasaan mencari tahu (<i>inquisiveness</i>)	V		

No.	Aspek Pengamatan	Hasil		Catatan
		Ya	Tidak	
B3	Pemanfaatan Media dan Sumber Belajar			
23	Mengakomodasi perkembangan teknologi pembelajaran sesuai dengan konsep dan prinsip <i>Techno-Pedagogical Content Knowledge (TPACK)</i>	V		
24	Menunjukkan keterampilan dalam menggunakan media pembelajaran		V	
25	Menunjukkan keterampilan dalam penggunaan sumber belajar	V		
26	Melibatkan peserta didik dalam pemanfaatan media pembelajaran		V	
27	Melibatkan peserta didik dalam pemanfaatan sumber belajar	V		
28	Media dan sumber belajar yang digunakan mampu menghasilkan pesan yang menarik dan mengesankan	V		
B4	Interaksi dengan peserta didik			
29	Guru menumbuhkan partisipasi aktif peserta didik melalui interaksi antarpeserta didik, peserta didik dengan guru, peserta didik dengan media dan sumber belajar	V		
30	Guru memberikan respon positif terhadap partisipasi peserta didik	V		
31	Guru menunjukkan sikap terbuka terhadap respons peserta didik	V		
32	Guru menunjukkan hubungan pribadi yang kondusif dan konstruktif	V		
33	Menumbuhkan keceriaan dan antusiasme peserta didik dalam pembelajaran	V		
B5	Penggunaan Bahasa yang Benar dan Tepat dalam pembelajaran			
34	Menggunakan bahasa Indonesia yang baik, benar, dan kontekstual	V		
35	Menggunakan pilihan kata yang mudah dipahami oleh peserta didik	V		
C	Kegiatan Penutup			
36	Membuat rangkuman dan/atau kesimpulan dengan melibatkan peserta didik	V		
37	Melaksanakan penilaian pembelajaran (secara lisan/tertulis)	V		
38	Mengumpulkan hasil kerja peserta didik sebagai bahan portofolio	V		

No.	Aspek Pengamatan	Hasil		Catatan
		Ya	Tidak	
39	Memberikan tindak lanjut hasil penilaian (remediasi/pengayaan)	V		
40	Melakukan refleksi pembelajaran (kebermaknaan pembelajaran untuk perkembangan pribadi peserta didik)	V		
	J u m l a h			

$$\text{Nilai} = \frac{37}{40} \times 100 = 92,5$$

Skor maksimum = 40; Kriteria: Amat baik (A): $90 < A \leq 100$; Baik (B): $80 < B \leq 90$; Cukup (C): $70 < C \leq 80$; Kurang (K) : ≤ 70

CATATAN:

Peserta didik mampu menggunakan aplikasi canva dengan baik dalam menyusun bahan persentasi namun perlu bimbingan lebih dalam tata cara persentasi.

TINDAK LANJUT:

Perlu pembinaan selanjutnya agar kreativitas mereka dalam persentasi dan penggunaan teknologi dapat lebih mendukung pembelajaran mereka.

Appendix 5

OBSERVATION RESULT AT FIRST MEETING

NO	NAME	SCORE PER INDICATOR				TOTAL	SCORE
		FLUENCY	FLEXIBILITY	AUTHENTICITY	ELABORATION		
1	MUHAMMAD RAIHAN AMRULLAH	4	3	3	4	14	88
2	MUHAMMAD REYNALDI	3	4	3	3	13	81
3	MUHAMMAD ROYYAN ROSYADA	3	4	3	3	13	81
4	NAJLA AQILAH	4	3	3	3	13	81
5	NOVANDIKA GILANG WISUDAWAN	3	3	3	4	13	81
6	NUR SALMILA ELIZA	3	3	3	4	13	81
7	SOFIA PARAMITA DIAH CANDRA	4	3	3	3	13	81
8	NUR SAFITRI	4	3	3	3	13	81
9	TSABITA MUTIARA PERTIWI	3	3	3	3	12	75
10	MUHAMMAD RASID RIDHO	3	3	3	3	12	75
11	MUHAMMAD NAWWAF	4	3	2	3	12	75
12	MUHAMMAD RIFQY ZIEDAN	4	2	3	3	12	75
13	NURLAILA	4	2	3	3	12	75
14	SALSABILA SAHLITA SAID	4	3	3	2	12	75
15	ALYA FELISHA ANDINI PUTRI	3	3	2	3	11	69
16	MIFTAHUL JANNAH	3	3	3	2	11	69
17	SA'DA KAMALIA	3	2	3	3	11	69
18	DHIA ASHFIYA SANDRY	3	2	2	3	10	63
19	GT. NABELA SOFA	3	3	2	2	10	63
20	MUHAMMAD ABDUL RAHMAN	3	2	2	3	10	63
21	MUHAMMAD FATHAN NUR	3	2	2	3	10	63
22	MUHAMMAD RIFA'I	3	2	2	3	10	63
23	SARTIKA SEKAR ARUM	3	2	2	3	10	63
24	BIYANTININGTYAS SYAFADELLA KIRANA	2	2	2	3	9	56
25	AHMAD SYARWANI	2	2	2	2	8	50
26	LUSIANA AMANDA	2	2	2	2	8	50
27	NAYLA EVERESTANIA	2	2	2	2	8	50
28	NISA FITRIA	2	2	2	2	8	50
29	SITI FARIDAH	2	2	2	2	8	50
30	TASYA OKTAFIRA	0	0	0	0	0	0
AMOUNT		3	3	2	3	11	66

Appendix 6

OBSERVATION RESULT AT 2ND MEETING

NO	NAME	SCORE PER INDICATOR				TOTAL	SCORE
		FLUENCY	FLEXIBILITY	AUTHENTICITY	ELABORATION		
1	MUHAMMAD RAIHAN AMRULLAH	4	4	3	4	15	94
2	MUHAMMAD REYNALDI	4	3	3	4	14	88
3	MUHAMMAD ROYYAN ROSYADA	4	3	3	4	14	88
4	NAJLA AQILAH	4	3	4	3	14	88
5	NOVANDIKA GILANG WISUDAWAN	3	4	3	4	14	88
6	NUR SALMILA ELIZA	3	3	4	4	14	88
7	TSABITA MUTIARA PERTIWI	4	3	3	4	14	88
8	SOFIA PARAMITA DIAH CANDRA	3	3	3	4	13	81
9	MUHAMMAD RASID RIDHO	3	3	3	4	13	81
10	NUR SAFITRI	3	3	3	4	13	81
11	MUHAMMAD NAWWAF	3	3	3	4	13	81
12	MUHAMMAD RIFQY ZIEDAN	4	3	3	3	13	81
13	NURLAILA	4	3	3	3	13	81
14	SALSABILA SAHLITA SAID ALYA FELISHA ANDINI PUTRI	4	2	3	4	13	81
15	PUTRI	3	3	2	4	12	75
16	MIFTAHUL JANNAH	3	3	3	3	12	75
17	SA'DA KAMALIA	3	2	3	4	12	75
18	DHIA ASHFIYA SANDRY	3	3	3	3	12	75
19	GT. NABELA SOFA	3	3	3	3	12	75
20	MUHAMMAD ABDUL RAHMAN	3	3	2	3	11	69
21	MUHAMMAD FATHAN NUR	3	2	2	4	11	69
22	MUHAMMAD RIFA'I	3	2	3	3	11	69
23	SARTIKA SEKAR ARUM	3	2	3	3	11	69
24	BIYANTININGTYAS SYAFADELLA KIRANA	3	2	3	3	11	69
25	AHMAD SYARWANI	3	2	2	3	10	63
26	LUSIANA AMANDA	3	2	2	3	10	63
27	NAYLA EVERESTANIA	3	2	2	3	10	63
28	NISA FITRIA	2	2	3	3	10	63
29	SITI FARIDAH	3	2	2	3	10	63
30	TASYA OKTAFIRA	2	2	2	3	9	56
AMOUNT		3	3	3	3	12	76

Appendix 7

OBSERVATION RESULT AT 3RD MEETING

NO	NAME	SCORE PER INDICATOR				TOTAL	SCORE
		FLUENCY	FLEXIBILITY	AUTHENTICITY	ELABORATION		
1	MUHAMMAD RAIHAN AMRULLAH	4	3	4	4	15	94
2	MUHAMMAD ROYYAN ROSYADA	4	3	4	4	15	94
3	NAJLA AQILAH	3	4	4	4	15	94
4	MUHAMMAD REYNALDI	4	3	4	4	15	94
5	NOVANDIKA GILANG WISUDAWAN	4	3	4	4	15	94
6	NUR SALMILA ELIZA	4	3	4	4	15	94
7	MUHAMMAD RASID RIDHO	3	3	4	4	14	88
8	NUR SAFITRI	3	4	3	4	14	88
9	MUHAMMAD NAWWAF	4	3	3	4	14	88
10	SOFIA PARAMITA DIAH CANDRA	4	4	3	3	14	88
11	TSABITA MUTIARA PERTIWI	4	4	3	3	14	88
12	SALSABILA SAHLITA SAID	4	3	3	4	14	88
13	MUHAMMAD RIFQY ZIEDAN	3	3	3	4	13	81
14	NURLAILA	3	3	3	4	13	81
15	MIFTAHUL JANNAH	3	3	3	4	13	81
16	DHIA ASHFIYA SANDRY	3	3	4	3	13	81
17	GT. NABELA SOFA	3	3	3	4	13	81
18	ALYA FELISHA ANDINI PUTRI	3	3	3	4	13	81
19	SA'DA KAMALIA	3	3	3	4	13	81
20	MUHAMMAD ABDUL RAHMAN	3	3	3	4	13	81
21	BIYANTININGTYAS SYAFADELLA KIRANA	3	3	3	4	13	81
22	LUSIANA AMANDA	3	2	4	4	13	81
23	MUHAMMAD FATHAN NUR	3	2	3	4	12	75
24	MUHAMMAD RIFA'I	3	2	3	4	12	75
25	SARTIKA SEKAR ARUM	3	2	3	4	12	75
26	NISA FITRIA	3	2	3	4	12	75
27	TASYA OKTAFIRA	3	2	3	3	11	69
28	AHMAD SYARWANI	3	2	3	3	11	69
29	SITI FARIDAH	3	2	3	3	11	69
30	NAYLA EVERESTANIA	3	2	2	3	10	63
AMOUNT		3	3	3	4	13	82

Appendix 8

OBSERVATION RESULT AT 4TH MEETING

NO	NAME	SCORE PER INDICATOR				TOTAL	SCORE
		FLUENCY	FLEXIBILITY	AUTHENTICITY	ELABORATION		
1	MUHAMMAD RAIHAN AMRULLAH	4	3	4	4	15	94
2	MUHAMMAD ROYYAN ROSYADA	4	3	4	4	15	94
3	NAJLA AQILAH	3	4	4	4	15	94
4	MUHAMMAD REYNALDI	4	3	4	4	15	94
5	NOVANDIKA GILANG WISUDAWAN	4	3	4	4	15	94
6	NUR SALMILA ELIZA	4	3	4	4	15	94
7	MUHAMMAD RASID RIDHO	4	3	4	4	15	94
8	NUR SAFITRI	3	4	4	4	15	94
9	MUHAMMAD NAWWAF	4	3	4	4	15	94
10	SOFIA PARAMITA DIAH CANDRA	4	4	3	4	15	94
11	SALSABILA SAHLITA SAID	4	3	4	4	15	94
12	TSABITA MUTIARA PERTIWI	4	4	3	3	14	88
13	MUHAMMAD RIFQY ZIEDAN	4	3	3	4	14	88
14	NURLAILA	4	3	3	4	14	88
15	MIFTAHUL JANNAH	3	3	4	4	14	88
16	DHIA ASHFIYA SANDRY	3	3	4	4	14	88
17	GT. NABELA SOFA	4	3	3	4	14	88
18	ALYA FELISHA ANDINI PUTRI	3	3	4	4	14	88
19	SA'DA KAMALIA	3	3	3	4	13	81
20	MUHAMMAD ABDUL RAHMAN	3	3	3	4	13	81
21	BIYANTININGTYAS SYAFADELLA KIRANA	3	3	3	4	13	81
22	LUSIANA AMANDA	3	2	4	4	13	81
23	MUHAMMAD FATHAN NUR	3	3	3	4	13	81
24	NISA FITRIA	3	3	3	4	13	81
25	MUHAMMAD RIFA'I	3	2	3	4	12	75
26	SARTIKA SEKAR ARUM	3	2	3	4	12	75
27	AHMAD SYARWANI	3	3	3	3	12	75
28	TASYA OKTAFIRA	3	2	3	3	11	69
29	SITI FARIDAH	3	2	3	3	11	69
30	NAYLA EVERESTANIA	3	2	2	3	10	63
AMOUNT		3	3	3	4	14	85

Appendix 9

RESULT OF WRITTEN TEST
AT FIRST MEETING

NO	NAME	NILAI
1	MUHAMMAD ROYYAN ROSYADA	90
2	NAJLA AQILAH	85
3	MUHAMMAD RAIHAN AMRULLAH	80
4	MUHAMMAD REYNALDI	80
5	NUR SALMILA ELIZA	80
6	MUHAMMAD FATHAN NUR	75
7	TSABITA MUTIARA PERTIWI	75
8	AHMAD SYARWANI	70
9	BIYANTININGTYAS SYAFADILLA KIRANA	70
10	NOVANDIKA GILANG WISUDAWAN	70
11	NURLAILA	70
12	MUHAMMAD RIFQY ZIEDAN	65
13	ALYA FELISHA ANDINI PUTRI	60
14	DHIA ASHFIYA SANDRY	60
15	GT. NABELA SOFA	60
16	LUSIANA AMANDA	60
17	MIFTAHUL JANNAH	60
18	MUHAMMAD ABDUL RAHMAN	60
19	MUHAMMAD NAWWAF	60
20	MUHAMMAD RASID RIDHO	60
21	MUHAMMAD RIFA'I	60
22	NAYLA EVERESTANIA	60
23	NISA FITRIA	60
24	NUR SAFITRI	60
25	SA'DA KAMALIA	60
26	SALSABILA SAHLITA SAID	60
27	SARTIKA SEKAR ARUM	60
28	SITI FARIDAH	60
29	SOFIA PARAMITA DIAH CANDRA	60
30	TASYA OKTAFIRA	60
RERATA		66,3

Appendix 10

RESULT OF WRITTEN TEST
AT 2ND MEETING

NO	NAME	NILAI
1	MUHAMMAD RIFQY ZIEDAN	100
2	MUHAMMAD NAWWAF	95
3	NAYLA EVERESTANIA	95
4	GT. NABELA SOFA	90
5	MUHAMMAD ROYYAN ROSYADA	90
6	NUR SAFITRI	90
7	NUR SALMILA ELIZA	90
8	SALSABILA SAHLITA SAID	90
9	TSABITA MUTIARA PERTIWI	90
10	MIFTAHUL JANNAH	85
11	MUHAMMAD RAIHAN AMRULLAH	85
12	MUHAMMAD REYNALDI	85
13	NAJLA AQILAH	85
14	NOVANDIKA GILANG WISUDAWAN	85
15	SOFIA PARAMITA DIAH CANDRA	85
16	MUHAMMAD ABDUL RAHMAN	80
17	MUHAMMAD RIFA'I	80
18	SARTIKA SEKAR ARUM	80
19	DHIA ASHFIYA SANDRY	75
20	MUHAMMAD FATHAN NUR	75
21	MUHAMMAD RASID RIDHO	75
22	NURLAILA	75
23	SITI FARIDAH	70
24	ALYA FELISHA ANDINI PUTRI	65
25	SA'DA KAMALIA	65
26	AHMAD SYARWANI	60
27	NISA FITRIA	60
28	BIYANTININGTYAS SYAFADELLA KIRANA	55
29	LUSIANA AMANDA	55
30	TASYA OKTAFIRA	30
RERATA		78,0

Appendix 11

RESULT OF WRITTEN TEST
AT 3RD MEETING

NO	NAME	NILAI
1	TSABITA MUTIARA PERTIWI	100
2	ALYA FELISHA ANDINI PUTRI	95
3	SOFIA PARAMITA DIAH CANDRA	95
4	MIFTAHUL JANNAH	90
5	MUHAMMAD ABDUL RAHMAN	90
6	MUHAMMAD NAWWAF	90
7	MUHAMMAD RAIHAN AMRULLAH	90
8	MUHAMMAD RIFQY ZIEDAN	90
9	SARTIKA SEKAR ARUM	90
10	BIYANTININGTYAS SYAFADILLA KIRANA	85
11	DHIA ASHFIYA SANDRY	85
12	MUHAMMAD RASID RIDHO	85
13	MUHAMMAD RIFA'I	85
14	MUHAMMAD ROYYAN ROSYADA	85
15	NAJLA AQILAH	85
16	NISA FITRIA	85
17	NOVANDIKA GILANG WISUDAWAN	85
18	NUR SAFITRI	85
19	NUR SALMILA ELIZA	85
20	SA'DA KAMALIA	85
21	SITI FARIDAH	85
22	LUSIANA AMANDA	80
23	MUHAMMAD FATHAN NUR	80
24	MUHAMMAD REYNALDI	80
25	TASYA OKTAFIRA	80
26	NURLAILA	70
27	AHMAD SYARWANI	60
28	GT. NABELA SOFA	60
29	NAYLA EVERESTANIA	60
30	SALSABILA SAHLITA SAID	60
RERATA		82,7

LEARNING DOCUMENTATIONS



BIO STATEMENTS

The writer was born in Banjar Regency, South Kalimantan, December 21, 1977 namely Gusti Wildayani. She has been teaching for 22 years including in Sekolah Indonesia Kota Kinabalu, Sabah, Malaysia for three years. Her bachelor degree is English and her master from Education Management at the same university, Lambung Mangkurat University in Banjarmasin. Writing is one of her hobbies and this hobby has brought her as one of the best teacher in her regency in 2019 and trusted as a temporary headmaster at SMPN 1 Martapura in 2021. She has presented her papers in Aisofoll 10th and 11th for SEAMEO QITEP in Language. Now, she is in term for achieving her promotion to be in VIb level as a government employee. She can be in touch at gwildayani@gmail.com anytime.

PENDAPAT SISWA MENGENAI PENGGUNAAN “*LearningApps.org*” SEBAGAI MEDIA PEMBELAJARAN PADA PELAJARAN BAHASA JERMAN

Herman Syahputra

SMA Negeri 2 Torgamba, Kota Pinang, Indonesia

Abstract: This study aims to determine students’ responses to the use of *LearningApps.org as a learning media*, especially in learning German. *LearningApp.org* as a learning media is assumed to be one of the innovations for teachers in learning, especially in learning German. Besides, it can increase students’ motivation so they can achieve learning objectives. The research method used in this study is the descriptive qualitative method, with a sample of students of class X at SMA Negeri 2 Torgamba. The study found that 20 students stated that using *LearningApps.org as a learning media* made learning German more fun and less boring. Then, 17 students stated that using *LearningApps.org as a learning media* made them more focused on learning. Afterward, 18 students said that they are more enthusiastic about learning. Based on the results, the study showed a positive response to the use of *LearningApps.org learning as learning media* in learning German. Unintentionally, *LearningApps.org as a learning media* makes students learn while they are playing so that students feel happy and it is easier to understand the learning material.

Keywords: *Learning Media, LearningApps.org, German Language*

PENDAHULUAN

Perkembangan dunia abad-21 ditandai dengan pemanfaatan teknologi informasi dan komunikasi dalam segala aspek kehidupan. Teknologi tersebut dapat menghubungkan dunia yang melampaui sekat-sekat geografis, sehingga dunia menjadi tanpa batas (Karim dan Daryanto, 2017). Semakin maju zaman, maka semakin berkembang pula teknologi di dalam aspek kehidupan khususnya pendidikan. Dalam bidang pendidikan, perkembangan TIK mendorong terciptanya inovasi dan kreasi baru. Salah satu contohnya adalah pengembangan media pembelajaran berbasis teknologi.

Optimalisasi penggunaan media pembelajaran sangat menentukan keberhasilan guru dalam mengelola pembelajaran. Media pembelajaran merupakan alat komunikasi untuk mempermudah penyampaian pesan dari penyampai pesan kepada penerima pesan dan juga dapat menumbuhkan motivasi siswa dalam belajar, meningkatkan rasa keingintahuan, dan juga dapat menambah informasi (Dwijayani, 2019). Dengan penerapan media pembelajaran yang sesuai maka pendidik menjadi lebih mudah dalam menyampaikan materi dan membantu siswa daalam memahami pembelajaran (Ihsana, 2017).

Ada beberapa media pembelajaran berbasis teknologi yang dapat diimplementasikan guru dalam pembelajaran, yaitu media pembelajaran visual, audio visual, kombinasi slide dan suara, komputer, komputer dan interaktif video, dan internet. Media pembelajaran berbasis teknologi sangat dibutuhkan oleh para tenaga pendidik agar proses pembelajaran dapat terlaksana dengan baik. Media pembelajaran berbasis teknologi yang dikembangkan sangatlah beragam, mulai dari multimedia yang *offline* hingga *online*. Pengemasan bahan ajar dalam bentuk teks, video,

audio, maupun gabungan ketiganya dengan kemajuan ilmu pengetahuan dan teknologi kini dapat dilakukan secara *online* ke dunia maya.

Adaptasi kebiasaan baru pasca pembelajaran dilakukan secara DARING, harus terus dikembangkan. Salah satunya adalah dengan menerapkan media pembelajaran berbasis teknologi. Pemilihan media pembelajaran berbasis teknologi harus terus dilakukan. Salah satu mata pelajaran yang membutuhkan pengembangan dalam media pembelajarannya adalah Bahasa Jerman, terutama di kelas X. Berdasarkan muatan kurikulum 2013, Bahasa Jerman ditempatkan hanya di SMA/SMK se-derajat, sehingga siswa kelas X yang baru belajar Bahasa Jerman tidak memiliki konsep terkait MAPEL tersebut sebelumnya. Oleh karena itu dibutuhkan media pembelajaran yang dapat membantu siswa dalam memahami materi pembelajaran Bahasa Jerman dan menarik minat mereka untuk ikut berpartisipasi aktif dalam pembelajaran.

Berdasarkan observasi dan wawancara yang penulis lakukan dilapangan, pasca pembelajaran yang bertransformasi kembali dari *online* ke *offline* (LURING) menyebabkan banyak guru yang kembali melakukan pembelajaran yang konvensional tanpa menggunakan media pembelajaran berbasis teknologi seperti pembelajaran DARING sebelumnya. Akibatnya banyak siswa yang tidak tertarik dan kurang termotivasi untuk mengikuti pembelajaran. Banyak dari siswa yang berulang-ulang menggunakan *smartphone* mereka, padahal guru masih menjelaskan materi pelajaran di depan kelas. Oleh karena itu, penulis tertarik untuk menggunakan media pembelajaran berbasis teknologi yang media pembelajaran tersebut dapat diakses melalui *smartphone* siswa masing-masing. Sehingga siswa tertarik dan termotivasi dalam mengikuti pembelajaran.

Salah satu alternatif yang peneliti tawarkan untuk memenuhi kebutuhan siswa dan membantu guru dalam proses belajar mengajar pasca *online* adalah dengan memanfaatkan media pembelajaran interaktif "*LearningApps.org*". Menurut wahyuni (2022) *LearningApps.org* merupakan situs media pembelajaran yang dapat digunakan oleh guru untuk menyampaikan materi pembelajaran kepada siswa, khususnya pembelajaran bahasa yang mana dalam situs ini materi disajikan dengan beberapa variasi tema pembelajaran yang dapat menarik minat siswa untuk mengikuti pembelajaran. Situs ini dapat diakses dari mana saja, kapanpun, dan di mana pun secara gratis. Bentuk latihan soal di situs bersifat *auto-correct* atau pengoreksian otomatis, sehingga soal yang telah dikerjakan otomatis terkoreksi dan pembelajar dapat langsung mengetahui tingkat kemampuannya. Situs ini memiliki beberapa bahasa yang dapat digunakan oleh guru untuk membuat bahan ajar maupun materi pembelajaran, seperti Bahasa Prancis, Bahasa Inggris, Bahasa Jerman, Bahasa Belanda, dll menyesuaikan dengan kompetensi bahasa yang akan diajarkan oleh guru. Kekurangan dari situs ini yaitu tidak terdapatnya bahasa Indonesia sebagai bahasa pengantarnya. *LearningApps.org* menyediakan *template* untuk membuat latihan dan permainan interaktif siap pakai yang dapat digunakan atau dibuat sendiri, seperti menebak gambar, mencari kata, menyusun *puzzle*, dan masih banyak lagi. Seperti yang dijelaskan oleh Gorbatus dan Dudka (2019), *LearningApps.org* memiliki fitur lengkap yang memungkinkan pengguna membuat 20 jenis latihan dan dapat mengontrol pencapaian tujuan kognitif dari tingkat rendah sampai dengan tingkat yang lebih tinggi berdasarkan taksonomi Bloom. Latihan dapat dilakukan sampai menemukan solusi yang tepat. Dengan menggunakan berbagai macam permainan edukasi yang tersedia maka pembelajaran akan lebih menyenangkan sehingga siswa tertarik mengikuti pembelajaran.

Penelitian Gyampi (2019) menunjukkan bahwa keberhasilan pengintegrasian teknologi dalam pembelajaran dipengaruhi oleh pendapat siswa. Oleh karena itu, pengintegrasian teknologi dalam pembelajaran harus sesuai dengan minat siswa sehingga tujuan pembelajaran dapat tercapai. Penelitian sebelumnya menjelaskan tanggapan atau respon positif siswa terhadap penggunaan aplikasi pembelajaran atau media pembelajaran berbasis teknologi seperti penggunaan Kahoot (Licorish, 2018) dan Quizizz (Mohamad, 2020). Penelitian tersebut menjelaskan pendapat mahasiswa terhadap penggunaan aplikasi pembelajaran yang sebagian besar ditujukan untuk penilaian mahasiswa. Sementara itu, penelitian tentang pendapat siswa menggunakan *LearningApps.org* untuk pembelajaran di tingkat SMA terutama pada pembelajaran Bahasa Jerman belum banyak dilakukan. Oleh karena itu, penelitian ini bertujuan untuk mengetahui pendapat siswa terhadap pemanfaatan *LearningApps.org* pada pembelajaran Bahasa Jerman.

METODE

Metode yang digunakan dalam penelitian ini adalah metode deskriptif kualitatif. Penelitian deskriptif yaitu mengumpulkan data berdasarkan faktor-faktor yang menjadi pendukung terhadap objek penelitian, kemudian menganalisa faktor-faktor tersebut untuk dicari peranannya (Arikunto, 2010). Penelitian kualitatif merupakan penelitian yang berhubungan dengan ide, persepsi, pendapat, kepercayaan orang yang akan diteliti dan kesemuanya tidak dapat di ukur dengan angka. Dalam penelitian ini, teori yang digunakan dalam penelitian tidak dipaksakan untuk memperoleh gambaran seutuhnya mengenai suatu hal menurut pandangan manusia yang telah diteliti (Sulistyo-Basuki, 2006). Metode pendekatan deskriptif kualitatif adalah metode pengolahan data dengan cara menganalisa faktor-faktor yang berkaitan dengan objek penelitian dengan penyajian data secara lebih mendalam terhadap objek penelitian. Adapun tujuan dalam penelitian ini adalah untuk mengetahui pendapat siswa mengenai penggunaan *LearningApps.org* sebagai media pembelajaran pada pelajaran Bahasa Jerman.

Penelitian ini dilakukan dengan tiga tahap yaitu tahap persiapan, tahap penelitian lapangan, dan tahap akhir. Pada tahap persiapan, peneliti memulainya dengan melakukan studi pendahuluan (pra penelitian) yang dilaksanakan melalui observasi dan wawancara di SMA Negeri 2 Torgamba, hal ini dilakukan untuk mengetahui kondisi sekolah, pembelajaran, dan kondisi siswa. Selanjutnya dilakukan studi *literature*, untuk memperoleh teori-teori yang relevan mengenai permasalahan yang dikaji. Kemudian dilakukan penyusunan instrumen penelitian. Pada tahap penelitian lapangan, peneliti menerapkan solusi dari permasalahan yang diangkat, kemudian peneliti melakukan pengamatan (observasi) terhadap siswa, selanjutnya melakukan wawancara, dan melakukan dokumentasi. Pada tahap akhir, peneliti melakukan analisis data penelitian, kemudian membahas hasil temuan penelitian, dan menarik kesimpulan dari penelitian yang dilakukan.

Penelitian ini dilakukan di SMA Negeri 2 Torgamba. Responden atau sampel yang digunakan dalam penelitian ini dipilih dengan menggunakan teknik *purposive sampling*, yaitu pengambilan sampel dilakukan hanya atas dasar pertimbangan peneliti saja yang menganggap unsur-unsur yang dikehendaki telah ada dalam anggota sampel yang diambil. Sampel dalam penelitian ini adalah 20 orang siswa SMA Negeri 2 Torgamba yang berada di kelas X dan sedang mempelajari Bahasa Jerman.

Teknik pengumpulan data yang digunakan dalam penelitian ini adalah observasi, wawancara, dan angket terbuka. Dalam penelitian ini teknik observasi yang digunakan adalah *participant*

observasion di mana peneliti ikut terlibat langsung atau menjadi bagian dari proses penyampaian pembelajaran sehingga memperoleh data yang akurat. Observasi digunakan untuk mengetahui hal-hal yang terjadi atau respon siswa selama proses penerapan *LearningApps.org* dilaksanakan dalam pembelajaran. Kemudian digunakan angket terbuka untuk mengetahui pendapat siswa secara keseluruhan mengenai penggunaan media pembelajaran *LearningApps.org* dalam pembelajaran Bahasa Jerman yang telah mereka ikuti. Dalam angket terbuka, aspek-aspek yang ingin diketahui adalah bagaimana pelaksanaan pembelajaran menggunakan media pembelajaran *LearningApps.org*?, apakah media pembelajaran *LearningApps.org* membuat suasana menjadi tidak membosankan?, apakah media pembelajaran *LearningApps.org* membuat siswa menjadi lebih fokus dalam belajar?, Apakah media pembelajaran *LearningApps.org* membuat siswa menjadi antusias dalam belajar?, bagaimana kebermanfaatan media pembelajaran *LearningApps.org* dalam pembelajaran Bahasa Jerman?. Selanjutnya dilakukan Wawancara untuk mengetahui pendapat siswa lebih dalam tentang penggunaan media pembelajaran *LearningApps.org* dalam pembelajaran Bahasa Jerman.

Teknik analisis data yang digunakan dalam penelitian ini adalah analisis interaktif. Di dalam model ini terdapat tiga komponen yang terdiri dari reduksi data, sajian data, dan penarikan kesimpulan. Aktivasinya berbentuk interaksi ketiga komponen analisis secara sistematis sebagai berikut.

Reduksi Data, yaitu cara yang dilakukan peneliti dalam melakukan analisis untuk mempertegas, memperpendek, membuat fokus, membuang hal-hal yang tidak penting dan mengatur data sedemikian rupa sehingga dapat menarik kesimpulan atau memperoleh pokok temuan. Proses berlangsung hingga laporan akhir selesai atau dengan kata lain bahwa data adalah proses seleksi, penafsiran, penyederhanaan dan abstraksi data kasar. Dalam reduksi data ini, peneliti melakukan proses *living in* (data yang terpilih) dan *living out* (data yang terbuang) baik dari hasil pengamatan, wawancara, maupun angket.

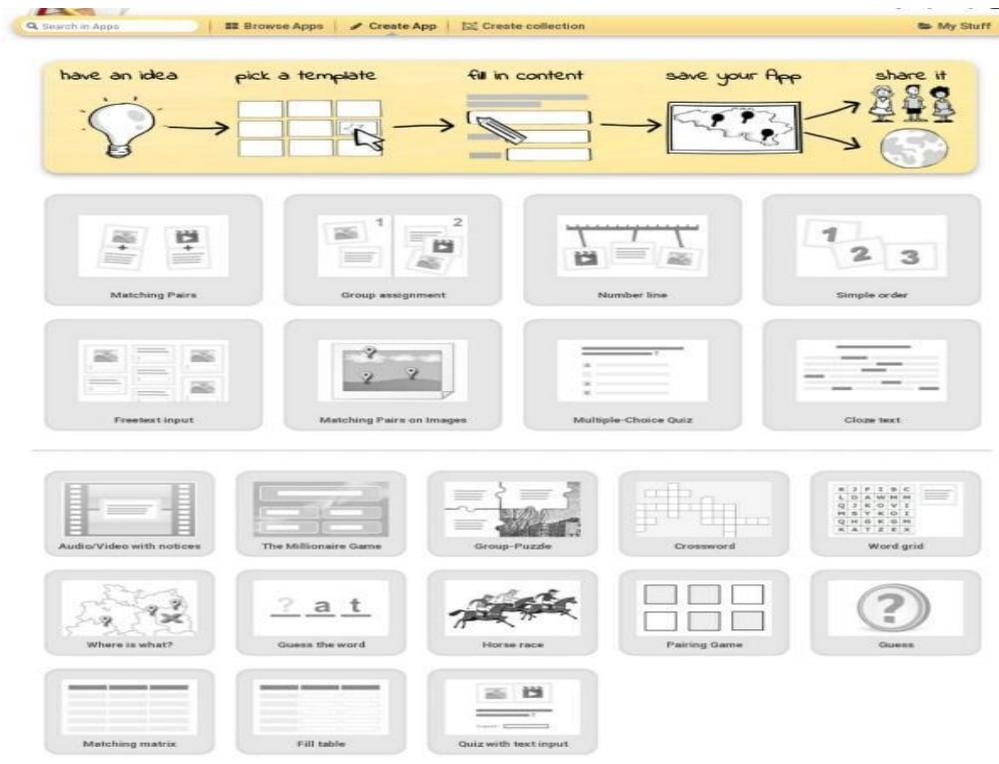
Sajian Data (*Data Display*), Supaya mendapat gambaran yang jelas tentang data keseluruhan, yang pada akhirnya akan dapat menyusun kesimpulan, maka peneliti berusaha menyusunnya ke dalam penyajian data dengan baik dan jelas agar dapat dimengerti dan dipahami.

Penarikan Kesimpulan (*Conclusion Drawing*), dalam penelitian ini, penarikan kesimpulan sudah dimulai dari proses awal diperolehnya data. Oleh karena peneliti sebagai bagian dari instrumen penelitian, sehingga setiap data telah dicek keakuratan dan validitasnya. Dengan model analisis interaktif maka peneliti dapat mengambil sebuah kesimpulan.

HASIL

Salah satu media pembelajaran yang dapat digunakan oleh guru yaitu media pembelajaran menggunakan "*LearningApps.org*". *LearningApps.org* memiliki tampilan segar dengan latar berwarna putih, navigasi mudah, dan pilihan bahasa yang beragam. *Web tools* ini dapat diakses dengan mudah menggunakan *smartphone*, laptop, tablet, dan perangkat digital lainnya. Semua fitur yang dapat digunakan secara gratis oleh pengguna. *LearningApps.org* menyediakan *template* untuk membuat latihan dan permainan interaktif siap pakai yang dapat digunakan atau dibuat sendiri. Tidak hanya teks, *template* pada *LearningApps.org* memungkinkan guru menyisipkan multimedia seperti audio, video, dan gambar sehingga pembelajaran lebih menarik. Pada gambar 1 terlihat pilihan templat yang dapat dipilih oleh guru untuk merancang

pembelajaran yang dapat disesuaikan dengan tujuan pembelajaran yang ingin dicapai. *Web tools* yang telah dibuat dapat diatur menjadi untuk pribadi (*private*) sehingga dapat dibatasi aksesnya hanya untuk peserta didik atau mereka yang mendapat tautan atau untuk publik (*public*) sehingga terbuka dan bisa diakses siapa saja dalam kolom pencarian.



Gambar 1. Tampilan awal *LearningApps.org*

Adapun langkah-langkah dalam pembuatan soal dalam permainan di *LearningApps.org* adalah:

1. Membuka *google* untuk mencari nama situs web <http://learningapps.org/>.
2. Membuat akun di *LearningApps.org*
3. Menentukan tema pembelajaran
4. Membuka menu *Create App*
5. Memilih jenis templat yang akan digunakan, misalnya *Matching Pairs*, *Horse Race*, *crossword*, *the millionaire game*, dll.
6. Membuat soal pada templat yang dipilih.

Pada penelitian ini, peneliti membuat beberapa contoh penggunaan templat *LearningApps.org* pada pembelajaran Bahasa Jerman, misalnya templat *Matching Pairs* digunakan pada materi konjugasi di kelas X. Pada gambar 2 dapat dilihat tampilan awal permainan *Matching Pair*, di mana siswa diminta untuk mencocokkan antara gambar dengan kata yang benar. Kemudian jika semua gambar dan kata sudah dicocokkan dengan benar maka akan keluar tampilan akhir seperti pada gambar 3.



Gambar 2. Tampilan Awal *Matching Pairs*



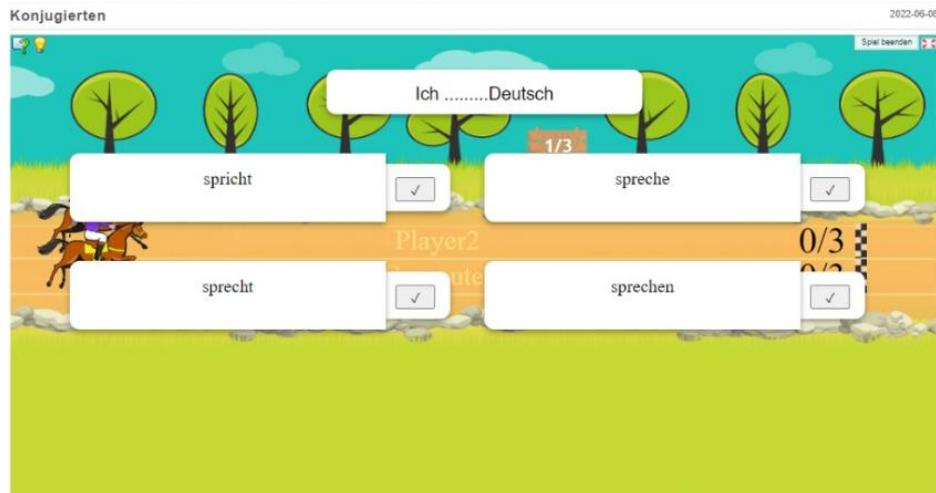
Gambar 3. Tampilan Akhir *Matching Pairs*

Peneliti juga membuat media pembelajaran *LearningApps.org* menggunakan templat *Horse Race* pada materi konjugasi di kelas X SMA. Penggunaan templat *Horse Race* memungkinkan siswa untuk bermain bersama teman, sehingga dapat meningkatkan kompetisi dan motivasi siswa dalam mengikuti pembelajaran khususnya pembelajaran Bahasa Jerman. Pada gambar 4 dapat dilihat tampilan awal dari permainan *Horse Race*. Di mana siswa diminta untuk memilih apakah akan berlomba bersama teman atau berlomba bersama komputer.



Gambar 4. Tampilan awal permainan *Horse Race*

Selanjutnya siswa akan berlomba dengan cara menjawab soal-soal yang ditampilkan pada layar, misalnya seperti gambar 5. Siswa akan menjadi pemenang apabila dapat menjawab soal-soal yang diujikan dengan benar dan lebih banyak dibandingkan dengan lawannya serta posisi kuda dan penunggangnya berada dipaling depan, misalnya seperti pada gambar 6.



Gambar 5. Soal yang diujikan



Gambar 6. Tampilan akhir permainan *Horse Race*

Media pembelajaran *LearningApps.org* yang telah dibuat, diimplementasikan kepada 20 orang siswa kelas X di SMA Negeri 2 Torgamba untuk melihat respon siswa terhadap media pembelajaran yang dibuat. Kemudian siswa diberikan angket yang didalamnya terdapat beberapa pertanyaan mengenai respon mereka terhadap media pembelajaran *LearningApps.org*.

Sebanyak 20 orang siswa menyatakan bahwa penggunaan media pembelajaran *LearningApps.org* membuat pembelajaran Bahasa Jerman menjadi lebih menyenangkan dan tidak membosankan. Siswa mengatakan bahwa saat mereka mengerjakan soal latihan seperti sedang bermain *game* sehingga siswa sangat menikmati dalam mengerjakan latihan tersebut.

Sebanyak 17 orang siswa menyatakan bahwa belajar menggunakan media pembelajaran *LearningApps.org* membuat mereka lebih fokus dalam belajar. Para siswa mengatakan ketika pembelajaran menyenangkan, seru, tidak kaku, dan bebas maka mereka akan lebih fokus dalam mengikuti pembelajaran. Hal ini sesuai dengan pernyataan Hakim (2022) bahwa fokus dalam belajar dapat meningkat jika siswa merasa tenang, tidak memiliki masalah atau pikiran berat yang mengganggu, serta lingkungan yang mendukung.

Dengan menggunakan media pembelajaran *LearningApps.org* sebanyak 18 siswa setuju bahwa mereka lebih antusias di dalam belajar. Antusiasme belajar merupakan suatu sikap semangat, motivasi, dorongan yang berasal dari dalam diri manusia itu sendiri tanpa adanya paksaan dari siapapun. Dalam *web tools LearningApps.org* sangat banyak templat yang dapat dipakai untuk meningkatkan antusias siswa dalam belajar. Misalnya pada penelitian ini, peneliti menerapkan templat *Horse Race*. Templat *Horse Race* ini seperti permainan pacuan kuda, di mana siswa sebagai penunggang kudanya. Kemudian siswa berlomba dengan siswa lainnya untuk mencapai garis *finish* menggunakan kudanya. Kuda dapat berjalan dengan lebih cepat apabila siswa dapat menjawab soal yang diujikan dengan benar. Melalui perlombaan ini siswa merasa termotivasi untuk bersaing dengan temannya untuk dapat terlebih dahulu mencapai garis *finish*. Seperti yang dikatakan Afero (2016) keinginan untuk berprestasi harus didasari dari motivasi intrinsik atau dalam diri peserta didik itu sendiri. Penggunaan media pembelajaran *LearningApps.org* memberikan dampak yang baik bagi siswa, tampilan yang menarik dari *learningApps.org* membuat peserta didik ingin terus mencoba dan membuat peserta didik memiliki motivasi untuk mengikuti pembelajaran. Hal ini sesuai dengan Asria (2021) yang menyatakan bahwa penggunaan media pembelajaran yang tepat berpengaruh terhadap antusiasme siswa dalam belajar.

PEMBAHASAN

Berdasarkan hasil penelitian dapat diketahui bahwa terdapat pendapat atau respon positif terhadap penggunaan media pembelajaran *LearningApps.org* dalam pembelajaran Bahasa Jerman. Temuan ini sejalan dengan penelitian yang dilakukan oleh Susanti (2021) yang menyatakan bahwa siswa memberikan respon positif terhadap penggunaan *LearningApps.org* dalam pembelajaran *online* dalam aspek kemudahan penggunaannya dan kegunaannya.

Sistem perlombaan pada *LearningApps.org* khususnya templat *Horse Race* membuat suasana kompetisi yang membuat peserta didik dapat termotivasi untuk menjadi yang terbaik. Hal tersebut dapat mendorong siswa lebih termotivasi untuk menjadi juara dalam perlombaan tersebut. Dengan perlombaan ini juga siswa lebih antusias dalam mengikuti pembelajaran.

Selain dapat meningkatkan motivasi belajar siswa, penggunaan *LearningApps.org* juga dapat meningkatkan fokus siswa dalam belajar. Misalnya pada saat penerapan media pembelajaran *LearningApps.org* khususnya pada templat *Maching Pairs*. Saat mencocokkan antara gambar dan kata yang tepat, siswa harus dengan teliti mencocokkan kata dengan gambar, sehingga siswa harus fokus untuk mengerjakannya. Walaupun dituntut fokus untuk mengerjakan latihan soal tetapi siswa tetap merasa senang karena pembelajaran dikemas menjadi sebuah permainan. Tanpa disadari media pembelajaran *LearningApps.org* membuat siswa belajar sambil bermain sehingga siswa merasa senang dan lebih mudah dalam memahami materi yang diajarkan. Hal ini sejalan dengan Nugroho (2019) bahwa penggunaan teknologi berupa gamifikasi saat proses pembelajaran dapat digunakan untuk kegiatan yang positif, yakni menciptakan pembelajaran yang kreatif dan menyenangkan sehingga menunjang prestasi siswa.

Namun dalam penerapan media pembelajaran *LearningApps.org* peneliti juga menemukan kelemahan dalam penggunaannya dalam pembelajaran, yakni media pembelajaran *LearningApps.org* hanya cocok digunakan sebagai media untuk latihan terhadap 1 unit pembelajaran dilakukan. Kurang tepat digunakan untuk melakukan penilaian formatif dan sumatif karena guru tidak mendapatkan hasil akhir nilai siswa, akan tetapi guru dapat meminta

siswa melakukan tangkap layar (*screenshot*) terhadap hasil yang mereka capai di setiap permainan pada *LearningApps.org* ini.

SIMPULAN

LearningApps.org sebagai salah satu media pembelajaran berbasis *game* yang dapat digunakan saat pembelajaran khususnya pembelajaran Bahasa Jerman memberikan dampak yang positif bagi para siswa. Pembelajaran jadi menyenangkan dan tidak membosankan karena siswa merasa seperti sedang bermain *game*. Siswa menyatakan bahwa dengan penggunaan media pembelajaran *LearningApps.org* dalam pembelajaran siswa lebih termotivasi dan lebih antusias dalam mengikuti pembelajaran. *LearningApps.org* membuat siswa untuk fokus dalam menjawab soal agar dapat memenangkan permainan. Namun penggunaan *LearningApps.org* saat pembelajaran juga perlu memperhatikan dampak lainnya, misalnya tidak ada nilai akhir yang dapat diterima guru berdasarkan *game* yang diselesaikan siswa, sehingga untuk penilaiannya guru perlu melakukan kombinasi penilaian dengan tangkapan layar siswa pada saat menyelesaikan *game* dan penilaian manual terhadap hasil yang diperoleh siswa. *LearningApps.org* juga harus disesuaikan dengan model pembelajaran, karaktersitik materi yang cocok digunakan dalam media pembelajaran tersebut, sehingga penggunaan *LearningApps.org* benar-benar dapat meningkatkan minat/motivasi siswa dalam belajar agar tujuan pembelajaran yang telah disusun sebelumnya dapat tercapai.

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Biodata Penulis



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DIFFERENTIATED INSTRUCTION IN TEACHING ENGLISH IN GRADE 7

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Abstract: Differentiated instruction (DI) is a curriculum framework that focuses on the individual student. Students achieve because teachers develop lessons according to student's readiness levels, interests, and learning styles. The purpose of this pre – experimental action research was to measure the effectiveness of differentiated instruction in enhancing the students' writing skills in the onset of pandemic. Due to COVID-19 Pandemic, face-to-face learning instruction is prohibited; thus, print modular learning delivery modality is implemented with differentiated instruction in tailoring the performance tasks considering the learning needs and styles of the learners in English in all its aspects. This study obtained information from 41 grade 7 learners of Sambulawan National High School in the Division of El Salvador for the school year 2020 - 2021. Purposive sampling was used in this study. It was found out that differentiated instruction in teaching English can improve learning by increasing their score performances. Although, English seemed to have lesser mean, it still indicated a significant difference. It is suggested that teachers and administrators to implement and embrace differentiated instruction in the preparation of the Weekly Home Learning Plan and Individual Learning Monitoring Plan.

Keywords: Differentiated Instruction, Grade 7 Students' Learning

INTRODUCTION

The Department of Education issued DepEd Order 12 s. 2020 entitled the National Adoption of the Basic Education Learning Continuity Plan in Times of Public Health Emergency for the school year 2020 – 2021. This is in response to the strong stand of DepEd Secretary Leonor Magtolis Briones that education must continue. With this implementation, different learning delivery modalities have been introduced; thus, public school teachers were compelled to participate in the upskilling and reskilling flagship KITE program of the Department.

Differentiated instruction is a philosophy of teaching students in the ways they learn best. As schools experience the diversification of their student population, teachers must differentiate instruction so that they can meet the needs of students with a wide range of skills and needs (Means, Chen, DeBarger, & Padilla, 2011). The goal of differentiated instruction is to maximize student growth and success for each learner.

The need for effective differentiation of instruction has become increasingly prevalent in schools (Tomlinson, 2014). Diversity among students has hit an all-time high (Maxwell, 2014). Diversity is the extent to which students' lives differ from one another in one or more aspects. This can include students with disabilities, both diagnosed and undiagnosed (Tomlinson & Imbeau, 2013), age, sex, ability, family background, socioeconomic status, or ethnic, cultural, or religious background. Increased diversity brings many educational challenges because students are coming from a wider range of backgrounds, at-home languages, and experiences than their teachers (Maxwell, 2014).

Teachers have always had different groups of students to track and pay attention to—including English language learners, students in special education, and those who receive free and reduced-price lunch. Now, amid the COVID-19 pandemic, there's a new designation to add. Because deliberate practice is tailored to the needs of the individual student (or groups of students with similar needs), it's a bit of a juggling act to differentiate instruction for each student's strengths, needs, and interests.

It is in this regard that different learning delivery modalities have been introduced to provide learning opportunities for the learners without face-to-face and physical interaction. Through differentiated instruction, the learners will be given opportunities on how to demonstrate their writing skills as their learning. The researcher sought to know if differentiated instruction in times of pandemic will have a positive influence on the learning performance of the learners in English 7.

Conceptual and Theoretical Framework

The framework used in this study is anchored from Tomlinson (2014) on her 2nd Edition *The Differentiated Classroom: Responding to the Needs of All Learners*. Differentiation allows teachers to give the learners the support they need instead of lumping them together in one big group. Smaller groups make it easier to ascertain who has mastered the lesson goals and has acquired the talents to maneuver on. Larger class sizes make it more difficult to zero in on individual learner needs.

Differentiated instruction is an activity-driven approach to education that guides learners through a subject or course using a variety of projects, tasks, or problem-solving activities to choose from. This educational approach has been the norm in K-12 classrooms for generations. As early as one-room schoolhouse days, American educators were finding ways to shepherd diverse assortments of learners through the curriculum.

While integrating scaffolding strategies is centered around the class as a whole, providing structures to clarify learning objectives, differentiated instruction provides individual learners with specific steps towards taking control of their learning experience. This framework requires the teachers to assess how the lessons affect learners before, during, and after class. Tomlinson (2014) describes four ways to differentiate the learning experience: (a) create a differentiated learning environment, (b) prepare thoughtful lessons backed by data, (c) tailor assignments based on learner's goals, and (d) adjust your lesson content based on learner's needs.

This study focused on tailoring assignments based on the learner's goal. Using differentiation strategies to shake up the end product that learners turn in for assignments can also help the teachers reach different learners. Some learners are visual while others may be auditory. Teachers can offer learners different avenues to present their understanding of the lesson based on how they learn the materials. For example, some visual learners might want to make a billboard to point out their understanding of Newton's first law of motion (inertia), while readers may like better to write a paper or auditory learners might want to offer public speaking.

This theory is applied in presenting the schematic diagram of this study. A pre-test was administered first then the learners were given Self-Learning Modules for them to answer the activities. As part of the mandatory assessment provided by the Department of Education, there shall be four (4) Written Works and four (4) Performance Tasks. The researcher tailored the

Performance Tasks in English 7. After the implementation of the full quarter, a post-test was then administered to measure if there was a significant difference in the scores obtained by the learners.

Statement of the Problem

This study aimed to determine the performance of the grade 7 learners of Sambulawan National High School in the Division of El Salvador City using the Differentiated Instruction. Specifically, the study sought to answer the following questions:

1. How do the respondents perform before and after the implementation of the intervention in English 7?
2. Is there a significant difference between the pretest and posttest scores obtained by the respondents before and after the intervention?

METHODS

Research Design

This study used pre-experimental action research as its research design which can produce practical solutions to solve immediate problems and will help improve the educational practices, especially inside the classroom since this study is about incorporating differentiated instruction in the classroom particularly the product approach. This study is a quantitative approach because the researcher made use of pre-test and posttest wherein the scores that the students obtained from these tests were the basis for the results of this study.

Respondents

The respondents of the study were the 41 grade 7 learners of Sambulawan National High School in the Division of El Salvador City for the school year 2020–2021. A purposive sampling procedure was employed since the school offers only one section for every grade level.

Research Instruments

The study utilized a researcher-made questionnaire for the pre-test and post-test which underwent validation and item analysis under the supervision of our Mathematics teacher. The multiple-choice type of instrument in English is composed of 50 items. The constructed instrument was then tested out to 10 learners who were non-respondents of this study. The try-out was done to find out if changes in the questionnaire are necessary.

Statistical Treatment

Data of this study were processed using descriptive and inferential statistics. Specifically, frequency and percentage were used to determine the respondents' performance before and after the intervention. T-test was used in getting the significant difference between the pretest and posttest scores obtained by the respondents before and after the intervention.

RESULTS AND DISCUSSION

Problem 1. How do the respondents perform before and after the implementation of the intervention in English 7?

Table 1. Distribution of Pre-test and Posttest Scores of the Respondents in English

Range	Interpretation	ENGLISH			
		Pretest		Posttest	
		N	%	N	%
39-50	Excellent	8	19.51	20	48.78
27-38	Good	20	48.78	19	46.34
13-26	Fair	13	31.71	2	4.88
1-12	Poor	0	0.00	0	0.00
Total		41	100.00	41	100.00
Overall Mean		30.90		38.46	
Description		Good		Good	

Table 1 shows the respondents' performance before and after the implementation of the intervention in English. For the pretest, the table reveals that 20 (48.78%) of the respondents have *Good* scores and none of the respondents scored below *Poor*. The overall mean (30.90) is defined as *Good* in its description of performance.

In particular, for the posttest, data revealed that 20 (48.78) of the respondents have *Excellent* scores and still none of the respondents scored below *Poor*. The overall mean (38.46) is defined as *Good* in its description of performance. This did not fare enough with Filipino because the students are well-versed in its utilization compared to English language. As a transition period from elementary to secondary, when students are tasked to do translation, they translate literally and don't read the entire text. So when they translate, it comes out wrong as they do it word for word.

The unaffected description of the pretest and posttest is a manifestation that the strategy employed by the teacher is effective in developing the performance of the respondents; however, it does not present a significant increase. The finding implies that the content of the lesson and the way it was transferred to the learners may have helped in the learning process of the learners but could be subjected to the enhancement of the process.

The present investigation concurred with Alvarez (2015) and Jefferson et al (2016) as suggested that the lessons to be included in teaching reading to students must be highly contextualized to nature and background knowledge of the learners. Teachers should find ways to look for local reading materials that can be considered as counterparts of foreign text in teaching reading to students.

Problem 2. Is there a significant difference between the pretest and posttest scores obtained by the respondents before and after the intervention?

Table 2. Result of the Test on the Difference between the Respondents' Pre-test and Posttest Scores Before and After the Intervention

Subjects	Mean		T-Value	p-Value	Remarks
	Pre-test	Posttest			
English	30.90	38.46	5.76	<0.001	Significant

Table 2 shows the comparison of the pretest and posttest scores of the respondents in English. Data revealed a significant difference in the pretest and posttest scores in English 7 as indicated by the p-value less than 0.001. This means that there is a significant increase in the test scores of students in the posttest as compared to their pretest scores in English. This implies that Differentiated Instruction is an effective intervention applied in improving their test scores during the distance learning implemented.

The results of the study are in line with Hassan (2016) that differentiated instruction helped students' achievement despite the difference in a school subject. Moreover, the findings of this study also were in line with Magableh and Abdullah (2019) in that differentiated instruction did not only help students' achievement but reduced classroom diversity. Finally, the results are in line with Mavido and Kakana (2019) in that both studies proved that when differentiating the content, process, and product, students' achievement is statistically improved.

Finding

1. The scores from the pretest increased based on the result of the posttest.

CONCLUSION

Based on the finding of the study, the following conclusions are drawn:

1. The pre-test scores did not achieve the desired mastery level of 75%.
2. The post-test scores in English subject achieved the desired mastery level of more than 75%.
3. Differentiated instruction is an effective intervention applied in improving the test scores in English.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are hereby forwarded:

1. Teachers are suggested to continue tailor the different learning needs and styles of the learners in crafting and formulating further innovations and interventions to deliver the basic quality education.
2. School administrators are proposed to strengthen their Instructional Supervision highlighting the use of differentiated instruction and craft professional learning community through LAC session for this endeavor.
3. Future researchers are encouraged to conduct further researches related to Differentiated Instruction especially that this study is limited to a one sample only; hence, this needs to be tested to another group of students using two samples.

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BIO STATEMENT

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A STUDY ON UNDERGRADUATE EFL STUDENTS' LEARNING STRATEGIES DURING THE COVID-19 PANDEMIC

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Abstract: The objective of this study was to discover whether successful learners apply more frequent learning strategies during the Covid-19 pandemic. The strategies include managing own learning, classroom participation, the use of sources and learning with others. In addition, the study also attempted to find out the attitude of language learners towards learning strategies. This study was conducted through a descriptive study to show how language learners apply learning strategies to cope with the pandemic situation. As for the data collection, 20 undergraduate EFL students in Cirebon took a survey along with their GPAs listed to show their success in language learning. The participants were then divided into two groups according to their GPAs with the middle-high half placed in the upper group classified into successful learners and the middle-low half in the lower group classified into less successful learners. The division of the participants is intended to compare the results of the survey responses between the more successful participants and their peers. The data was analyzed by scoring the responses and calculating the means for each item. The findings showed that successful learners has changed the way they learn in terms of the quantity or frequency of the strategies they apply during the pandemic. From the findings and discussion, it is recommended that the teachers change their method of teaching from full online synchronous learning to blended learning which combines synchronous and asynchronous learning. As for the students, it is recommended that they arrange a flexible timetable for self-study.

Keyword: *Covid-19, EFL, language learning, pandemic, strategy*

INTRODUCTION

The spread of the Covid-19 in the beginning of 2020 has affected all aspects of human's life, including English as A Foreign Language (EFL) learning. The situation has forced educational institutions to hold distance learning through the use of online and offline media. Not only that, the interaction between teachers and students has also changed from direct communication into mediated communication. These changes have consequently forced language learners to apply relatively different strategies to cope with their learning. Realizing the phenomena, the researcher was interested in studying how successful language learners use learning strategies in coping with the learning during the pandemic situation.

Language learning strategies have become a specific focus for researches in language learning and teaching since Rubin (1975) published his work on an attempt to figure out the ways successful learners achieve their success in learning a language. He also suggested that teachers might be able to train poorer learners with the strategies found in the study in order to improve the learning outcomes (Rubin, 1975 p.42). Although there have been some debates regarding the definition of learning strategies, their existence within the learners is unarguable. Even when there is an attempt to avoid the use of the term strategy by using the term self-regulation, the question about strategy still exist (Griffiths, 2008).

Learning strategies applied by language learners in learning the second or foreign language are somewhat different from those utilized in learning the first or mother language to some extent. Thus, it is unsurprising that some of the learners experience declines in acquiring a second or foreign language. Yet, there are possibilities, which are very common, that some learners show more success than the others in terms of learning a second or foreign language, as stated by Rubin (1975). The fact that the success in second or foreign language learning is different among language learners has caught the attention of several researchers in finding out what actually happens. Some of them have even constructed a list of language learning strategies utilized by language learners such as SILL, which stands for the Strategy Inventory for Language Learning (Oxford, 1990), and ELLSI, which stands for the English Language Learning Strategy Inventory (Griffiths, 2003).

Among several definitions of learning strategies, Griffiths's (2008) can be considered as one of the latest definitions. She suggested that language learning strategies are "activities consciously chosen by learners for the purpose of regulating their own language learning". According to this definition, language learning strategies are viewed as: actions, conscious, selective, purposeful, learning regulators, and learning facilitators. Unlike other definitions, she emphasized that the actions are consciously chosen by learners. Despite that, the choice can happen deliberately or automatically for the purpose of learning process (Griffiths, 2008 p. 87). This is in line with the current situation of the Covid-19 pandemic where learners must fit themselves with the changes happening as the result of the pandemic by selecting particular strategies that they believe will work.

Several researches pointing out the effect of the Covid-19 pandemic to EFL learning. One of them is the study reported by Rahardjo and Pertiwi (2020) who stated that their study indicated a change in learning motivation due to the change of the learning system in the new normal. They reported that despite the positive correlation between learning motivation and students' achievement, the correlation is low.

Furthermore, actual challenges are faced by both teachers and students as the result of the system shift from traditional face-to-face to internet-based learning and teaching. Bailey and Lee (2020) found that beginner teachers who are unfamiliar with online teaching have shown frustration regarding the e-learning and other computer-based classroom activities. In addition to that, Agung et al. (2020) concluded from their study that most English students in Indonesia are not yet ready for such a rapid change in terms of the learning and teaching style.

Several studies (Rubin, 1975; Griffiths, 2008; Griffiths and Cansiz, 2015) reported that successful language learners apply more strategies than poorer language learners. In the context of this study, therefore, it is expected that successful language learners will show the application of more learning strategies and the increase in quantity or frequency of the strategies used during the Covid-19 pandemic.

In response to the rapid change, learners are forced to implement somewhat different strategies in their learning. However, the discussion regarding the language strategy use by learners in coping with the learning during the Covid-19 pandemic was not sufficient. Therefore, this study is trying to explore the following questions:

- 1) Do successful language learners use language learning strategies in greater numbers or frequencies during the pandemic era than beforehand?

- 2) Do successful language learners show more positive attitude to language learning strategies than do the less successful language learners?

From the findings and discussion, this study is expected to give positive contributions for the area of EFL learning as follows:

- 1) For students, this study is expected to present empirical data regarding the strategies applied by successful learners to cope with the pandemic that might also be applicable for less successful learners to enhance their achievement.
- 2) For teachers, this study is expected to provide them with the list of strategies which they may find helpful to enhance the achievement of less successful learners in their learning.
- 3) For policy makers, this study is expected to recommend applicable solutions to the problem found from the study.

Literature Review

There have been some controversies regarding the definition of language learning strategies among researchers. Griffiths and Cansiz (2015) argued that this has started from the early definition of language learning strategy proposed by Rubin (1975). His definition of learning strategies is “the techniques or devices which a learner may use to acquire knowledge” (Rubin, 1975 p. 43). However, the definition of learning strategies in this study is in line with Griffith’s (2008:87) stating that learning strategies are “activities consciously chosen by learners for the purpose of regulating their own language learning”.

Although there seems to be differences and contradictions regarding the definitions, there are actually several things in common which constitute the definition of language learning strategies. These common concepts of language learning strategies are even still related to the earliest definition proposed by Rubin (1975) who stated that learning strategies are “... techniques or devices which a learner may use to acquire knowledge”. Therefore, the general view of learning strategies is that learning strategies are tools, techniques, or actions both physically and mentally used by learners to achieve particular purposes in learning. However, some improvement to the definition has been put forward. This includes the concept of consciousness in the selection of strategies which suggested that learners choose particular strategies consciously based on the contexts, the individual factors, and the goals (Griffiths, 2008).

In terms of classifying and categorizing language learning strategies, a number of classifications and categories have been proposed by several researchers. Oxford (1990) categorized the language learning strategies into six categories: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. The first three strategies are classified into direct strategies, while the others are classified into indirect strategies (p. 16).

Filcher and Miller (2000) reported that the metacognitive strategies and resource management strategies may give distance education students tools to increase their success in learning. This is reasonable since distance education students are mostly independent learners who should be able to manage their own learning and make use of various resources for the sake of their success.

On the contrary, however, Xiao and Hurd (2007) found that none of the metacognitive strategies were used with high frequency by students at a Chinese open university. Despite that, the study reported that using ICT in learning English was found to be one of the highly frequently used strategies by the students. This revealed that resource management was considered to be one of the important strategies applied by the students. The lack of conventional support system in distance learning was believed to have been the possible cause of the use of ICT as a compensation strategy (Xiao and Hurd, 2007).

In order to support the learning, there are two types of interaction in distance learning, namely synchronous and asynchronous. The online synchronous meeting through video conferencing and other computer-mediated communication has its limitations and disadvantages as reported by Lim (2017). In addition to the technical failures and poor internet connection, disruptions of the conversation flow, misinterpretations of written expressions, and inability to incorporate particular media limit the learning quality in online synchronous learning (Lim, 2017).

On the other hand, the asynchronous learning also has its own limitation and disadvantages. Lim (2017) reported that the main disadvantage of this type of communication is that feedback may not be given immediately. He also reported that students are liable for plagiarism since some students may tend to copy paste some assignment from the internet. From the limitations and disadvantages of either type of communication, some gaps have to be filled in order to get good quality of learning which eventually leads to the success in learning. By selecting particular strategies consciously, it is expected that the gaps can be reduced. Thus, with the current situation that all learning activities in higher education is ruin online distance learning due to the Covid-19 pandemic, it is important to know what strategies students apply to cope with their learning during the Covid-19 pandemic.

Metacognitive strategies are most frequently used by students according to Khair (2017 as cited in Shamsan et al., 2021). As one of metacognitive strategies (Oxford, 1990), goal setting has an important role in taking learners to their success. According to Locke and Latham (2006 as cited in Han & Lu, 2018), there is a positive relationship between goal difficulty and task achievement. Therefore, it is unsurprising that level of achievement gets higher when goals are set higher and more difficult (Han & Lu, 2018). Furthermore, they also added that goal theories suggested that human actions are driven by purposes or motives. Therefore, goals need to be set so that actions be taken. In line with that, Dornyei (1994 as cited in Haynes, 2011) mentioned that the satisfaction from achieving goals is one of the contributions to the students' intrinsic motivation and can be an effective drive for students to develop their confidence and efficacy.

As opposed to metacognitive strategies, social strategies such as asking questions are less frequently used by students. This was found by Khair (2017 as cited in Shamsan, Ali and Hezam, 2021) reporting that the most frequent strategies used by students are metacognitive strategies and followed by cognitive strategies. Meanwhile, social strategies were the least used strategies. Aligned with that, Shamsan et al. (2021) also found that students do not ask their teachers (77%), classmates (92%) nor friends (85%).

In regard with the use of resources, online resources available on the internet are the most commonly used in online learning. Umamah and Cahyono (2022) found that online resources were used in all phases of self-regulated writing. The use of internet as one of the learning

resources was proved to be beneficial for students. Regarding this, Suharti, Suherdi and Setyarini (2020) reported that the use of online language learning platforms increased students' involvement.

In getting students' involvement, active participation in class discussion is also considered to be a popular language learning strategy. This was mentioned by Suharti et al. (2020) that approximately 52% of students responded positive and strongly positive regarding the topic of classroom discussion participation. However, the study also revealed that 9 out of 23 students gave negative and strongly negative responses when asked whether they posted English discussions on online forums.

METHODS

This study was conducted in order to give descriptive information regarding the language learners' behaviors in the use of coping strategies during the Covid-19 pandemic. Therefore, the descriptive method was utilized to analyze the data using quantitative approach. According to Siyoto and Sodik (2015), descriptive statistics is a type of statistics used to analyze data by describing collected data without any attempt to make generalization. In line with that, Bordens and Abbot (2018) stated that descriptive statistics can be utilized to discover hidden patterns in the data that might give insight to the problems being discussed. In addition to that, they also claimed that quantitative approach can be used to recording behavior resulting in data which can be manipulated and analyzed using descriptive statistics (Bordens and Abbot, 2018).

To gather the data, invitations for taking an online survey were sent randomly to undergraduate EFL students in three universities in Cirebon. As many as 20 students completed the survey conducted between 18th and 22nd November 2020. A set of questionnaires was developed using Likert-scale questionnaire with 44 statements and five alternative responses, namely strongly agree, agree, neutral, disagree, and strongly disagree. According to Riconcsente and Romeo (2010) and Scholderer (2011) as cited in Johnson and Morgan (2016), Likert-style items are widely used to measure attitude. Favorable and unfavorable statements were included in the questionnaire. Prior to the survey, participants were required to state their discretions in taking the survey. In addition to that, for the purpose of group identification, participants were also required to select the GPA range listed in the survey according to their current GPAs. In taking the survey, participants were required to read each statement and show their agreement toward each item in five-scale alternative responses.

As data were collected, some calculations using descriptive statistics were done to find the frequency distribution and percentage of each alternative response for each item. The data were presented in different columns for lower group and upper group. The frequency was interpreted in the level of significance based on the table below

Table 1. Interpretation of the frequency distribution

Frequency (%)	Interpretation
0.00% - 19.99%	Very insignificant
20.00% - 39.99%	Insignificant
40.00% - 59.99%	Average
60.00% - 79.99%	Significant
80.00% - 100%	Very significant

RESULTS AND DISCUSSION

Managing Own Learning

Table 1.1. Students' Strategies about Learning Targets

Statements	Lower Group					Upper Group				
	SA	A	N	D	SD	SA	A	N	D	SD
I increase my learning targets during the pandemic.	0,00	18,18	54,55	18,18	9,09	0,00	33,33	55,56	0,00	11,11
I keep my learning targets the same as before the pandemic.	9,09	9,09	63,64	9,09	9,09	0,00	33,33	44,44	22,22	0,00
I lower my learning targets during the pandemic.	0,00	27,27	54,55	18,18	0,00	0,00	22,22	22,22	55,56	0,00
I don't set any learning targets during the pandemic.	9,09	45,45	9,09	36,36	0,00	0,00	22,22	22,22	55,56	0,00

This study found that there was no significant finding related to the increase in the learning targets during the pandemic for both groups. This is seen from the neutral responses which dominate the answers. Despite that, this study found that an average number of students in upper group (55,56%) disagree that they lower the learning target during the pandemic. In addition to that, they also disagree that they don't set any learning targets. Therefore, we can say that although no significant finding was shown regarding the increase of the learning targets, the upper group participants disapprove of not setting learning targets. In other words, setting learning target is a part of their strategy in achieving success, especially during the Covid-19 pandemic. This is in line with the characteristics of good language learners proposed by Brown (2000) that good language learners set personal goals. In fact, Sartika et al. (2019) reported that metacognitive strategy, which includes setting goals (Oxford, 1990), was the most frequently used by the participants of their study. Adding more to this, Filcher and Miller (2000) also claimed that metacognitive and resource management strategies were the learning strategies that the learners may get benefit from in enhancing the success in their learning.

Table 1.2. Students' Strategies about Attending Learning Activity

Statements	Lower Group					Upper Group				
	SA	A	N	D	SD	SA	A	N	D	SD
I attend more than 75 percent of the learning activity scheduled by the campus.	9,09	36,36	36,36	18,18	0,00	44,44	44,44	0,00	11,11	0,00
I attend 50 to 75 percent of the learning activity scheduled by the campus.	0,00	63,64	18,18	18,18	0,00	0,00	55,56	0,00	44,44	0,00
I attend 25 to 50 percent of the learning activity scheduled by the campus.	0,00	9,09	18,18	72,73	0,00	0,00	11,11	11,11	66,67	11,11
I attend less than 25 percent of the learning activity scheduled by the campus.	0,00	0,00	9,09	72,73	18,18	0,00	0,00	0,00	66,67	33,33

The table above showed that both lower group and upper group participants share the same attitude towards attending classes. However, we can see that a very significant number of upper

group participants (88.88%) were reported to attend more than 75 percent of the learning activities. This is far higher than that of the lower group which reported only an average number of 45.45% of the participants attend more than 75 percent of the learning activities. Although there may be some other issues regarding the attendance, it is obviously seen that lower group participants showed lower level of attendance compared to the upper group participants.

Table 1.3. Students' Strategies about Self-Study

Statements	Lower Group					Upper Group				
	SA	A	N	D	SD	SA	A	N	D	SD
I spare more time for self-study during the pandemic.	0,00	36,36	45,45	18,18	0,00	0,00	44,44	44,44	11,11	0,00
I spare as much time for self-study as before the pandemic.	0,00	18,18	54,55	27,27	0,00	0,00	33,33	22,22	44,44	0,00
I lessen my time for self-study during the pandemic.	0,00	27,27	45,45	27,27	0,00	0,00	33,33	33,33	33,33	0,00
I don't spare time for self-study during the pandemic.	0,00	36,36	36,36	27,27	0,00	0,00	0,00	22,22	77,78	0,00

As for self-study, which may be included into cognitive strategy according to Oxford (1990), it can be seen that there is no significant finding except for the last statement. Based on the table above, a significant number of the upper group participants (77.78%) disagreed with the statement that they don't spare time for self-studying. This showed that the upper group had more intrinsic motivation for investing more time for self-studying in order to achieve success. Regarding this, Brown (2000) stated that the mastery of the second language will mostly affected by the learner's personal investment of time, effort, and attention.

Table 1.4. Students' Strategies about Group Study

Statements	Lower Group					Upper Group				
	SA	A	N	D	SD	SA	A	N	D	SD
I spare more time for group study during the pandemic.	0,00	9,09	45,45	45,45	0,00	0,00	11,11	66,67	11,11	11,11
I spare as much time for group study as before the pandemic.	0,00	0,00	63,64	36,36	0,00	0,00	11,11	55,56	33,33	0,00
I lessen my time for group study during the pandemic.	9,09	18,18	45,45	27,27	0,00	0,00	11,11	44,44	44,44	0,00
I don't spare time for group study during the pandemic.	18,18	27,27	18,18	27,27	9,09	0,00	0,00	33,33	66,67	0,00

The above table showed insignificant findings related to the participants' sparing more time for group study. However, a significant number of upper group participants (66.67%) disagreed with the statement that they don't spare time for group studying. This revealed that despite the insignificance finding in the increase of time investment for group studying, most participants

in the upper group still spare some time for group studying. There are several advantages that can be obtained from group studying which can also be considered as the form of collaborative learning. They include “promoting intrinsic motivation ...heightening self-esteem ...creating caring and altruistic relationships, and lowering anxiety and prejudice” (Oxford, 1997 cited in Brown, 2000).

Overall, among several points discussed in terms of managing own learning, attending classes has been the only point obtaining significantly positive responses from the upper group. On the other hand, no significantly positive responses were obtained in the lower group. Interestingly enough, for the items related to self-study and group study, despite the insignificant findings in the favorable items, it was revealed that a significant number of participants in the upper group disagreed with the unfavorable items. This means that although no clear evidence of the application of self-study and group study, the upper group is obviously against the idea that no self-study or group study occur in their learning. Hence, this finding somewhat answers the first research question that the successful learners in the upper group apply a different strategy from the less successful learners in the lower group.

Active Participation

Table 2.1. Students’ Strategies about Expressing Opinions

Statements	Lower Group					Upper Group				
	SA	A	N	D	SD	SA	A	N	D	SD
I express more opinions in class discussions during the pandemic.	9,09	9,09	36,36	45,45	0,00	0,00	0,00	66,67	33,33	0,00
I express as many opinions in class discussions as before the pandemic.	0,00	9,09	45,45	36,36	9,09	0,00	11,11	66,67	11,11	11,11
I express fewer opinions in class discussions during the pandemic.	0,00	36,36	36,36	18,18	9,09	0,00	33,33	55,56	11,11	0,00
I don't express opinions in class discussions during the pandemic.	0,00	36,36	27,27	27,27	9,09	11,11	11,11	22,22	55,56	0,00

Based on the table above, the study reported that 36.36% of the lower group students agreed that they don’t express opinions in class discussions. In contrast, an average number of participants in the upper group (55.56%) disagreed that they don’t express opinions in class discussions during the pandemic. However, there is no clear evidence of how much the students express their opinions in class discussions since there are no significant findings obtained from the survey. This may be reasonable due to the limitations in synchronous classes which mostly deal with poor internet connection and technical failures (Lim, 2017).

Table 2.2. Students' Strategies about Asking Questions

Statements	Lower Group					Upper Group				
	SA	A	N	D	SD	SA	A	N	D	SD
I ask more questions in class discussions during the pandemic.	9,09	18,18	27,27	45,45	0,00	0,00	11,11	55,56	33,33	0,00
I ask as many questions in class discussions as before the pandemic.	0,00	9,09	27,27	63,64	0,00	0,00	0,00	66,67	33,33	0,00
I ask fewer questions in class discussions during the pandemic.	0,00	27,27	36,36	36,36	0,00	0,00	44,44	44,44	11,11	0,00
I don't ask questions in class discussions during the pandemic.	0,00	27,27	36,36	27,27	9,09	0,00	22,22	44,44	33,33	0,00

The table above showed that an average number of participants in the upper group (44.44%) agreed with the statement that they ask fewer questions in class discussions. On the other hand, a significant number of participants in the lower group (63.64%) disagreed that they ask approximately equal number of questions before and during the pandemic. In addition to that, an average number of the same group (45.45%) disagreed with the statement that they ask more questions. Apart from that, no significant findings were obtained. This findings revealed that average number of students in the upper group still try to engage themselves through asking questions even though they ask fewer questions during the pandemic. This also reflects that the participants of the upper group are somewhat more aware of the social strategies as proposed by Oxford (1990) which include asking questions for the purpose of clarification, verification, or correction. The fact that they ask fewer questions during the pandemic was probably due to the lack of immediate feedback (Lim, 2017) and the lack of conventional support system in distance education (Xiao and Hurd, 2007).

Table 2.3. Students' Strategies about Giving Answers

Statements	Lower Group					Upper Group				
	SA	A	N	D	SD	SA	A	N	D	SD
I give more answers to questions in class discussion during the pandemic.	0,00	18,18	54,55	27,27	0,00	0,00	11,11	55,56	33,33	0,00
I give as many answers to questions in class discussion as before the pandemic.	0,00	18,18	45,45	36,36	0,00	0,00	11,11	55,56	22,22	11,11
I give fewer answers to questions in class discussion during the pandemic.	0,00	45,45	18,18	36,36	0,00	11,11	11,11	44,44	33,33	0,00
I don't give answers to questions in class discussion during the pandemic.	0,00	0,00	54,55	36,36	9,09	0,00	11,11	22,22	66,67	0,00

The table showed that from the four statements related to giving answers in class discussions, 66.67% of the participants in the upper group disagreed with the statement that they don't give answers in class discussions. This is contradicting with the very small number of participants (11.11%) who agreed with the statement that they give answers to questions in class discussions. This is also contradicting with what Rubin (1975) suggested that good language learners practice. This means that they will find as many opportunities as they can to use the target language in order to achieve more success in their learning. The opportunities can take the form of talking to native speakers, initiating conversation with teachers or fellow students, or speaking in class.

Overall, the study revealed that there were no significant differences between the upper group and the lower group in terms of class participation during the pandemic. Although there is a tendency that upper group participants disagreed with the unfavorable items related to active participation, especially in expressing opinions, there was no significant difference in terms of quantity or frequency. This is in contrast with the finding from a study conducted by Suharti et al. (2020). Their study reported that 12 out of 23 students gave positive and strongly positive responses in regard with the students' active participation in classroom discussion,

The Use of Sources

Table 3.1. Students' Strategies about Asking Questions to Lecturers

Statements	Lower Group					Upper Group				
	SA	A	N	D	SD	SA	A	N	D	SD
I ask questions to my lecturers more frequently during the pandemic.	0,00	9,09	36,36	54,55	0,00	0,00	44,44	33,33	22,22	0,00
I ask questions to my lecturers as frequently as before the pandemic.	0,00	0,00	36,36	63,64	0,00	0,00	11,11	77,78	11,11	0,00
I ask questions to my lecturers less frequently during the pandemic.	0,00	54,55	18,18	27,27	0,00	11,11	22,22	22,22	44,44	0,00
I don't ask questions to my lecturers during the pandemic.	0,00	27,27	36,36	27,27	9,09	0,00	22,22	22,22	55,56	0,00

One significant finding shown in the table above is that 63.64% of the participants in the lower group disagreed with the statement that they ask questions to the lecturers approximately as frequently as they did before the pandemic. On the other hand, we can see that an average number of 44.44% of the participants in the upper group agreed with the statement that they ask questions to their lecturers more frequently. On the contrary, a slightly greater number (54.55%) of the participants in the lower group agreed that they ask questions to their lecturers less frequently. This is in line with what was found by Shamsan et al. (2021) in their study reporting that a good deal of students do not ask their teachers (77%), classmates (92%) nor friends (85%). Despite the difficulty in establishing direct communication due to the pandemic, some of the upper group participants seemed to realize the need to ask questions to their lecturers and may find ways to communicate with their lecturers. However, it is also shown in the finding that some of the lower group participants ask questions to the lecturers less frequently than before. Thus, even though the lower group doesn't show significant number

regarding the topic, they still seemed to be aware of the need in having the lecturers as the learning resource. These small numbers in the finding may result from the fact that either synchronous or asynchronous communication in distance education has their own limitations and disadvantages, especially in interaction (Lim, 2017).

Table 3.2. Students' strategies about reading books

Statements	Lower Group					Upper Group				
	SA	A	N	D	SD	SA	A	N	D	SD
I read books more frequently during the pandemic.	0,00	27,27	27,27	45,45	0,00	22,22	11,11	55,56	0,00	11,11
I read books as frequently as before the pandemic.	0,00	9,09	27,27	63,64	0,00	0,00	11,11	44,44	33,33	11,11
I read books less frequently during the pandemic.	0,00	36,36	36,36	27,27	0,00	11,11	11,11	33,33	44,44	0,00
I don't read books during the pandemic.	0,00	36,36	27,27	27,27	9,09	11,11	0,00	33,33	44,44	11,11

According to the table, 63.64% of the lower group participants disagreed with the statement that they read books as frequently as before the pandemic. Although it was revealed from the finding that 33.33% of the upper group participants agreed with the statement that they read books more frequently, it is insignificant. Therefore, we can conclude that reading books seems to be an unpopular strategy among the participants both in the upper group and the lower group. This may be resulted from the popularity of digital information and greater accessibility of information on the internet.

Table 3.3. Students' strategies about searching for info on the internet

Statements	Lower Group					Upper Group				
	SA	A	N	D	SD	SA	A	N	D	SD
I search for information on the internet more frequently during the pandemic.	0,00	72,73	18,18	9,09	0,00	22,22	33,33	44,44	0,00	0,00
I search for information on the internet as frequently as before the pandemic.	18,18	36,36	27,27	18,18	0,00	11,11	22,22	44,44	22,22	0,00
I search for information on the internet less frequently during the pandemic.	0,00	9,09	27,27	54,55	9,09	0,00	22,22	22,22	55,56	0,00
I don't search for information on the internet during the pandemic.	0,00	9,09	18,18	63,64	9,09	0,00	0,00	22,22	77,78	0,00

From the table above, we can see that a significant number (72.73%) of the lower group participants agreed that they search for information on the internet more frequently during the pandemic, which is greater compared to those of the upper group who only showed 55.55% of the participants agreed and strongly agreed with the statement. However, there is also a significant number (77.78%) of the participants in the upper group who disagreed with the statement that they don't search for the information on the internet. This revealed that the use of internet as the source of information is of a high rate. This is in line with what was reported by Xiao and Hurd (2007) that ICT (including the internet) was used frequently in learning English by distance education students. In accordance with that, Umamah and Cahyono's (2022) study also reported that students used online resources in all phases of self-regulated writing.

Overall, the study reported that the use of internet as a source of information is the most popular and frequently used strategy in coping with the pandemic. However, lecturers and books as other sources of information are still favored by some participants.

Learning with Others

Table 4. Students' strategies about learning with others

Statements	Lower Group					Upper Group				
	SA	A	N	D	SD	SA	A	N	D	SD
I attend more group studies during the pandemic.	9,09	9,09	36,36	45,45	0,00	11,11	11,11	55,56	22,22	0,00
I attend as many group studies as before the pandemic.	9,09	0,00	36,36	54,55	0,00	0,00	11,11	77,78	11,11	0,00
I attend fewer group studies during the pandemic.	0,00	54,55	27,27	18,18	0,00	11,11	22,22	44,44	22,22	0,00
I don't attend group studies during the pandemic.	9,09	0,00	45,45	27,27	18,18	0,00	11,11	44,44	44,44	0,00

Regarding learning with others, this study did not show significant findings. However, we can see that an average number (54.55%) of the lower group participants agreed with the statements that they attend fewer group studies. On the other hand, 44.44% of the upper group participants disagreed with the statement that they don't attend group studies. Although the finding does not seem to be significant, we can still argue that group studies were favored by some participants.

Conclusion

Distance learning applied during the Covid-19 pandemic has caused problems for both the students and teachers (Bailey and Lee, 2020; Agung et al., 2020). Therefore, learning strategies are most needed to cope with the current problem. The findings from the study revealed that successful learners manage their learnings primarily by attending classes which is significantly higher than the less successful learners. As for the other points such as setting targets, attending

self-study, and attending group study, no significant findings were obtained in those areas. This answer the first research question that the successful learners apply the strategies differently from the less successful learners.

In active participation, no significant findings were obtained from the study. This is somewhat explained in the popularity of the use of the internet as the source of information. Both the upper group and the lower group reflect their favoritism in using the internet as the source of information. This also leads to the findings that the group study seemed to be unpopular among the learners. The popularity of digital information and greater accessibility to the internet has more or less played a role in shaping the virtual preference in accessing information.

From the findings and discussion, we may conclude that successful learners has somewhat different strategies applied during the pandemic. However, the findings also showed that less successful learners realized the need of certain strategies such as attending classes, self-studying, and asking questions in order to enhance their success. As a result, to cope with the pandemic and achieve success in language learning, learners need to put more effort in applying language learning strategies. In addition to that, teachers can also encourage learners to apply the strategies in their learnings.

This study has presented descriptive information on how language learners utilized learning strategies to cope with the pandemic. From the findings and discussion, there are several recommendations for teachers and students. For teachers, they may consider changing the activity from full synchronous online learning into blended learning which combines synchronous and asynchronous learning. This is to accommodate the learners' need for synchronous meeting where they can ask for questions directly to the lecturers during the lesson and their most preferred source of information, the internet. For the students, they may consider arranging a flexible timetable for their self-study. Despite the increasing need for self-study, they also need to attend scheduled classes and involve themselves in group studies.

Even though that the study has been able to give some insights regarding the use of language learning strategies during the pandemic, the result is still insufficient to give a clearer understanding. One of the problem is that most participants responded neutral to most of the survey questions making it difficult to illustrate what was really happening. To overcome this problem, the future study should limit the responses into clearer responses by removing the neutral option.

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APPENDIX A

QUESTIONNAIRE INSTRUMENT

Managing own learning

1. I increase my learning targets during the pandemic.
 - a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
2. I keep my learning targets the same as before the pandemic.
 - a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
3. I lower my learning targets during the pandemic.
 - a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
4. I don't set any learning targets during the pandemic.
 - a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
5. I attend more than 75 percent of the learning activity scheduled by the campus.
 - a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
6. I attend 50 to 75 percent of the learning activity scheduled by the campus.
 - a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
7. I attend 25 to 50 percent of the learning activity scheduled by the campus.
 - a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
8. I attend less than 25 percent of the learning activity scheduled by the campus.
 - a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
9. I spare more time for self-study during the pandemic.
 - a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree

10. I spare as much time for self-study as before the pandemic.
- a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
11. I lessen my time for self-study during the pandemic.
- a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
12. I don't spare time for self-study during the pandemic.
- a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
13. I spare more time for group study during the pandemic.
- a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
14. I spare as much time for group study as before the pandemic.
- a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
15. I lessen my time for group study during the pandemic.
- a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
16. I don't spare time for group study during the pandemic.
- a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree

Active participation

17. I express more opinions in class discussions during the pandemic.
- a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
18. I express as many opinions in class discussions as before the pandemic.
- a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree

19. I express fewer opinions in class discussions during the pandemic.
- a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
20. I don't express opinions in class discussions during the pandemic.
- a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
21. I ask more questions in class discussions during the pandemic.
- a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
22. I ask as many questions in class discussions as before the pandemic.
- a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
23. I ask fewer questions in class discussions during the pandemic.
- a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
24. I don't ask questions in class discussions during the pandemic.
- a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
25. I give more answers to questions in class discussion during the pandemic.
- a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
26. I give as many answers to questions in class discussion as before the pandemic.
- a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
27. I give fewer answers to questions in class discussion during the pandemic.
- a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
28. I don't give answers to questions in class discussion during the pandemic.
- a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree

The use of sources

29. I ask questions to my lecturers more frequently during the pandemic.
- a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
30. I ask questions to my lecturers as frequently as before the pandemic.
- a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
31. I ask questions to my lecturers less frequently during the pandemic.
- a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
32. I don't ask questions to my lecturers during the pandemic.
- a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
33. I read books more frequently during the pandemic.
- a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
34. I read books as frequently as before the pandemic.
- a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
35. I read books less frequently during the pandemic.
- a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
36. I don't read books during the pandemic.
- a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
37. I search for information on the internet more frequently during the pandemic.
- a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree
38. I search for information on the internet as frequently as before the pandemic.
- a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree

39. I search for information on the internet less frequently during the pandemic.

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly disagree

40. Don't search for information on the internet during the pandemic.

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly disagree

Learning with others

41. I attend more group studies during the pandemic.

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly disagree

42. I attend as many group studies as before the pandemic.

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly disagree

43. I attend fewer group studies during the pandemic.

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly disagree

44. I don't attend group studies during the pandemic.

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly disagree

APPENDIX B

DATA ANALYSIS SURVEY ON EFL UNIVERSITY STUDENTS' LEARNING STRATEGY USE 18 - 22 NOVEMBER 2020

No.	Statements	Lower Group (%)					Upper Group (%)				
		SA	A	N	D	SD	SA	A	N	D	SD
1	I increase my learning targets during the pandemic.	0,00	18,18	54,55	18,18	9,09	0,00	33,33	55,56	0,00	11,11
2	I keep my learning targets the same as before the pandemic.	9,09	9,09	63,64	9,09	9,09	0,00	33,33	44,44	22,22	0,00
3	I lower my learning targets during the pandemic.	0,00	27,27	54,55	18,18	0,00	0,00	22,22	22,22	55,56	0,00
4	I don't set any learning targets during the pandemic.	9,09	45,45	9,09	36,36	0,00	0,00	22,22	22,22	55,56	0,00
5	I attend more than 75 percent of the learning activity scheduled by the campus.	9,09	36,36	36,36	18,18	0,00	44,44	44,44	0,00	11,11	0,00
6	I attend 50 to 75 percent of the learning activity scheduled by the campus.	0,00	63,64	18,18	18,18	0,00	0,00	55,56	0,00	44,44	0,00
7	I attend 25 to 50 percent of the learning activity scheduled by the campus.	0,00	9,09	18,18	72,73	0,00	0,00	11,11	11,11	66,67	11,11
8	I attend less than 25 percent of the learning activity scheduled by the campus.	0,00	0,00	9,09	72,73	18,18	0,00	0,00	0,00	66,67	33,33
9	I spare more time for self-study during the pandemic.	0,00	36,36	45,45	18,18	0,00	0,00	44,44	44,44	11,11	0,00
10	I spare as much time for self-study as before the pandemic.	0,00	18,18	54,55	27,27	0,00	0,00	33,33	22,22	44,44	0,00
11	I lessen my time for self-study during the pandemic.	0,00	27,27	45,45	27,27	0,00	0,00	33,33	33,33	33,33	0,00
12	I don't spare time for self-study during the pandemic.	0,00	36,36	36,36	27,27	0,00	0,00	0,00	22,22	77,78	0,00
13	I spare more time for group study during the pandemic.	0,00	9,09	45,45	45,45	0,00	0,00	11,11	66,67	11,11	11,11
14	I spare as much time for group study as before the pandemic.	0,00	0,00	63,64	36,36	0,00	0,00	11,11	55,56	33,33	0,00
15	I lessen my time for group study during the pandemic.	9,09	18,18	45,45	27,27	0,00	0,00	11,11	44,44	44,44	0,00
16	I don't spare time for group study during the pandemic.	18,18	27,27	18,18	27,27	9,09	0,00	0,00	33,33	66,67	0,00
17	I express more opinions in class discussions during the pandemic.	9,09	9,09	36,36	45,45	0,00	0,00	0,00	66,67	33,33	0,00
18	I express as many opinions in class discussions as before the pandemic.	0,00	9,09	45,45	36,36	9,09	0,00	11,11	66,67	11,11	11,11
19	I express fewer opinions in class discussions during the pandemic.	0,00	36,36	36,36	18,18	9,09	0,00	33,33	55,56	11,11	0,00
No.	Statements	Lower Group (%)					Upper Group (%)				

		SA	A	N	D	SD	SA	A	N	D	SD
20	I don't express opinions in class discussions during the pandemic.	0,00	36,36	27,27	27,27	9,09	11,11	11,11	22,22	55,56	0,00
21	I ask more questions in class discussions during the pandemic.	9,09	18,18	27,27	45,45	0,00	0,00	11,11	55,56	33,33	0,00
22	I ask as many questions in class discussions as before the pandemic.	0,00	9,09	27,27	63,64	0,00	0,00	0,00	66,67	33,33	0,00
23	I ask fewer questions in class discussions during the pandemic.	0,00	27,27	36,36	36,36	0,00	0,00	44,44	44,44	11,11	0,00
24	I don't ask questions in class discussions during the pandemic.	0,00	27,27	36,36	27,27	9,09	0,00	22,22	44,44	33,33	0,00
25	I give more answers to questions in class discussion during the pandemic.	0,00	18,18	54,55	27,27	0,00	0,00	11,11	55,56	33,33	0,00
26	I give as many answers to questions in class discussion as before the pandemic.	0,00	18,18	45,45	36,36	0,00	0,00	11,11	55,56	22,22	11,11
27	I give fewer answers to questions in class discussion during the pandemic.	0,00	45,45	18,18	36,36	0,00	11,11	11,11	44,44	33,33	0,00
28	I don't give answers to questions in class discussion during the pandemic.	0,00	0,00	54,55	36,36	9,09	0,00	11,11	22,22	66,67	0,00
29	I ask questions to my lecturers more frequently during the pandemic.	0,00	9,09	36,36	54,55	0,00	0,00	44,44	33,33	22,22	0,00
30	I ask questions to my lecturers as frequently as before the pandemic.	0,00	0,00	36,36	63,64	0,00	0,00	11,11	77,78	11,11	0,00
31	I ask questions to my lecturers less frequently during the pandemic.	0,00	54,55	18,18	27,27	0,00	11,11	22,22	22,22	44,44	0,00
32	I don't ask questions to my lecturers during the pandemic.	0,00	27,27	36,36	27,27	9,09	0,00	22,22	22,22	55,56	0,00
33	I read books more frequently during the pandemic.	0,00	27,27	27,27	45,45	0,00	22,22	11,11	55,56	0,00	11,11
34	I read books as frequently as before the pandemic.	0,00	9,09	27,27	63,64	0,00	0,00	11,11	44,44	33,33	11,11
35	I read books less frequently during the pandemic.	0,00	36,36	36,36	27,27	0,00	11,11	11,11	33,33	44,44	0,00
36	I don't read books during the pandemic.	0,00	36,36	27,27	27,27	9,09	11,11	0,00	33,33	44,44	11,11
37	I search for information on the internet more frequently during the pandemic.	0,00	72,73	18,18	9,09	0,00	22,22	33,33	44,44	0,00	0,00
38	I search for information on the internet as frequently as before the pandemic.	18,18	36,36	27,27	18,18	0,00	11,11	22,22	44,44	22,22	0,00
39	I search for information on the internet less frequently during the pandemic.	0,00	9,09	27,27	54,55	9,09	0,00	22,22	22,22	55,56	0,00
No.	Statements	Lower Group (%)					Upper Group (%)				

		SA	A	N	D	SD	SA	A	N	D	SD
40	I don't search for information on the internet during the pandemic.	0,00	9,09	18,18	63,64	9,09	0,00	0,00	22,22	77,78	0,00
41	I attend more group studies during the pandemic.	9,09	9,09	36,36	45,45	0,00	11,11	11,11	55,56	22,22	0,00
42	I attend as many group studies as before the pandemic.	9,09	0,00	36,36	54,55	0,00	0,00	11,11	77,78	11,11	0,00
43	I attend fewer group studies during the pandemic.	0,00	54,55	27,27	18,18	0,00	11,11	22,22	44,44	22,22	0,00
44	I don't attend group studies during the pandemic.	9,09	0,00	45,45	27,27	18,18	0,00	11,11	44,44	44,44	0,00

NOTE:

SA : Strongly Agree

A : Agree

N : Neutral

D : Disagree

SD : Strongly Disagree

BIO STATEMENT

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THE IMPLEMENTATION OF THE BIG6 IN TEACHING STUDENTS' READING AND INFORMATION LITERACY

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Abstract: The abundant information in this technological age gives an implication to the broadening concept of literacy in the 21st century. Therefore, relevant strategies, one of which is the Big6, are worth being applied to help EFL students possess the skills needed to thrive in today's digitization era. Using the Big6 strategy, this study aimed improving the students' reading comprehension and their information literacy achievements by exposing them to a variety of reading materials and making them involved in the information retrieval process. The method used in this study was one-group pretest- posttest design. Sampling method was conducted by using purposive sampling technique. Twenty-five eleventh graders were selected as the sample and was given the treatment using the strategy. They were tested before and after the treatment. Using paired sample statistics, the results show that the two variables—reading comprehension and information literacy— significantly improved. Furthermore, the correlation analysis between reading comprehension and information literacy showed that the two variables correlated significantly. The contribution of the students' reading comprehension to the students' information literacy achievement was 21.3%.

Keywords: *reading comprehension, information literacy, the Big6 strategy*

INTRODUCTION

In this technological age when all of information is easily accessed everywhere at any time, people have to acquire the skills for gaining the relevant information needed. Rideout, Roberts, and Foehr (2005, pp. 2-3) state although most young people are able to access Internet, there is no evidence in the academic literature that young people are the expert of information seekers. Several studies indicate that students still have much to learn about how to use Internet tools effectively and especially about searching and evaluating web sites (van Deursen & van Diepen, 2013). Students often overestimate their abilities in accessing the information on internet. Most students like to use the Web, but often lack of necessary skills to find information or to use that information effectively (National Council of Teacher of English, 2009).

Consequently, the continuing expansion of Information and Communication Technology (ICT) among young people requires each individual to acquire the skills to select, evaluate, and use information appropriately and effectively. Irawati (2009, p. 483) asserts that "technology has made information easier to access and use, but the effectiveness and speed of gaining the information can only be achieved if the '*information seeker*' is information literate." These indicate that the rapid development of technology should be followed by the required skills which one of them is information literacy to make the better use of technology in this 21st century.

In addition, the evolving definitions of literacy, specifically information literacy, urge the EFL learners to activate and upgrade their English literacy skill. As reported by English First Education Proficiency Index (2012, p. 19), in 2011 half of the pages on the internet were in English. English is a language for access to research and information (British Council, 2011), and the principle language of internet medium (Bjorn, Stein, & Fathul, 2005, p. 8). This indicates that those with low proficient English will be left behind in digital society. Moreover, Bjorn et al (2005) claim that English proficiency is among the factors which influence the access of internet. They found that Indonesian applies their knowledge of English between 50% and 100% of the time when accessing the Internet. However, the English proficiency level of Indonesian students is still in moderate level, that is, in the 25th place among 60 countries with the score only 53.44 (EF EPI, 2013, p. 6).

Accordingly, English literacy, particularly reading, as a part of literacy is important to be mastered by students as the demand of 21st century literacy. Reading is the ground of almost all processes of learning in the 21st century. If students' reading level, for example, is low, in most cases it automatically implies difficulties in the acquisition of several other subjects (Geske & Ozzola, 2008, p. 71). Moreover, the 21st century students need to gather information from multiple sources, evaluate, and apply their findings effectively (National Council of Teacher of English, 2009). If students do not possess the sufficient reading skill, they are likely to have a problem in this digital era.

Unfortunately, OECD/PISA (2012, p. 180) reported that even the reading ability of Indonesian students in Bahasa Indonesia is still low. The score on the students' ability on the overall reading scale was 396 while the OECD average score was 496. This mean score puts Indonesia at 60th place out of 65 countries and more than half of Indonesian students are proficient only at or below level 1a. Level 1 represents those students who have serious difficulties in using reading as a tool to advance and extend their knowledge and skills in other areas. This raises a question about their ability in reading in English. In relation to this, Diem (2012, p. 3) found that English reading comprehension achievement of the students of Senior High Schools in South Sumatra are still in the interval of low and medium categories. The mean scores of reading achievement was only 47.86.

The facts above illustrate that reading still becomes a problem for most Indonesian students. Teachers should implement the relevant reading strategy that can expose the students to variety of reading materials to enhance students' reading achievement. Therefore, focusing on the integration of reading and information literacy into EFL learning, this study used a strategy named "the Big6". This strategy was developed by Eisenberg and Berkowitz in 1990 which is appropriate for students of all ages. It is a widely-known strategy to teach information and technology skills. Diem (2011, p. 108) who coined the 3-Ls (Literature, Literacy, and Library) approach includes the Big6 as one of the sub-strategies for teaching English literacy under the research and reading strategy in 3-Ls approach.

Eisenberg, Berkowitz, and Johnson (2010, pp. 25-26) describe the six steps of the Big6 strategy: (1) defining task: define the problem, identify information requirement; (2) information seeking: determine range sources, prioritize sources; (3) information locating and retrieval: locate sources, find information; (4) using information: engage (read, view, etc), extract information; (5) synthesizing information: organize, present; (6) evaluation information: judge the product, judge the process. Although the Big6 strategy deals with

information literacy but the fourth and fifth steps in this strategy; use and synthesize the information support the students' reading achievement.

Previous studies showed that the Big6 strategy is effective to improve the students' achievement in content area learning as well as in literacy achievement. Eisenberg and Berkowitz (1998) reported that the students of Wayne Central High School, New York improved their achievement on the New York State Regents Exam in American History after they were taught using the strategy. In relation to literacy achievement, a study conducted by Diem and Hartati (2011) showed that by using the Big6 strategy which exposes the fifth grade pupils to the reading materials either online or offline could improve their English literacy achievement, especially reading.

In connection with today's digitization era, the present study aimed at identifying the effectiveness in teaching the eleventh graders' reading comprehension and information literacy achievements (total and the aspects) and highlighted the relationship between the two variables whether or not reading comprehension significantly influenced the students' information literacy achievement.

METHODS

Research Design

This study used experimental research method and the research design was one-group pretest-posttest design. The writer had the experimental group only, administered a pretest, conducted experimental treatment activities, and administered a posttest to assess the differences in the students' reading comprehension and information literacy before and after the treatment.

Population and Sample

The population of this study was all the eleventh grade students of SMA Negeri 4 Lahat in the academic year 2014-2015. To select the sample the Jennings Informal Reading Inventory (IRI) was administered to the whole population. The results showed that most students were in level 3 and categorized in poor level of reading achievement. Therefore, 25 students were randomly selected as the sample of the study.

The Teaching Procedure

Big6 strategy consists of six steps. They are: (1) defining task: define the problem, identify information requirement; (2) information seeking: determine range sources, prioritize sources; (3) information locating and retrieval: locate sources, find information; (4) using information: engage (read, view, etc), extract information; (5) synthesizing information: organize, present; (6) evaluation information: judge the product, judge the process. In conducting the study, the teaching and learning process of the treatment using the Big6 strategy was completed after three meetings for one cycle, and it was 90 minutes for each meeting. The procedures are described as follows:

Meeting 1: Defining task, locating, and retrieving information

- a. In group, the students brainstormed a list of questions about their topic.
- b. The writer and the students discussed which questions were similar on each group's list, and then made a list of several questions that each group used for searching the information.

Meeting 2: Using and synthesizing information

- a. The writer asked the students to skim for essential point in their reading, read quickly and looked for main ideas or supporting details in a paragraph.
- b. The writer informed the students to underline or highlight words that answered a question, and then recorded just the needed words and phrases on their notebook.

Meeting 3: Evaluating

- a. Each group presented their results of discussion. The writer and the students gave comments on each group's presentation.
- b. The writer reviewed today's presentation and asked the students to revise and hand in their final draft next meeting.

Instrumentation

Jennings Informal Reading Inventory (IRI)

There was a preliminary reading test which was administered to the whole population which was taken from Jennings IRI. The test was in form of essay questions consisting of six aspects; main idea, detail, sequence, cause effect, inference, and vocabulary. The Jennings IRI test was administered twice since the first test which consists of five graded passages (level 4, 5, 6, 7, and 8), with 46 reading comprehension questions, the writer could not find most of the students' instructional reading level. Only 10% (N=19) were at level 4 or level 5. Therefore, two graded passages below (level 2 and level 3) with 16 reading comprehension questions were administered to the population to get the instructional reading level of the other students.

Reading Comprehension Test

The reading comprehension test was in the form of multiple choice questions consisting of 50 questions taken from several sources in which the readability of the passages in the test was in the level 1, 2, 3, 4, and 5. Before the test was tried out to the non sample students, five raters helped the writer checking the level of appropriateness and difficulty of the test. The writer also did the analysis of difficulty, discrimination, and distracters based on the result of try out. The results showed that there were 35 valid questions with the reliability of Alpha Cronbach coefficient was 0.884.

Information Literacy Test

Information literacy test was adapted from a ready-made information literacy research project of Estrella Mountain Community College (2011). The test consisted of three parts in which the students found three sources related to the topic they choose. There were several topics which were developed from 10 big divisions of knowledge proposed by Dewey

(1876). Each topic was followed by some sub-topics to be chosen based on students' interest. In this test, the students developed research questions which formed the focus of investigation, located information which might help them answer/support the research questions, evaluated the selected online resources in terms of how they answered/supported the research questions, and identified cited information such as author, title, and publisher. In analyzing the students information literacy, there were two raters involved. Inter-rater reliability analysis was applied to see the correlation between rater 1 and rater 2. The result showed that there was a significant correlation which means that the results of literacy test checked by rater 1 and 2 were reliable.

Techniques for Data analyses

All the data obtained from the tests and the questionnaire were scored by using the scoring system converted into percentages ranging from 0 to 100 percent for descriptive purposes. The achievement of the students' reading comprehension was categorized as follows: 86 – 100 (very good), 71 – 85 (good), 56 – 70 (average), 41 – 55 (poor), and ≤ 40 (very poor) (FKIP UNSRI, 2013, p. 15). For information literacy achievement was categorized by using 4 levels based on Montgomery College General Education Assessment Rubric for Information Literacy (2012) as follows: 81 – 100 (advanced), 61 -80 (proficient), 41 – 60 (novice), and ≤ 40 (not evident). At last, all obtained data of information literacy both in pretest and posttest were analyzed using paired sample t-test. In addition, to see the correlation and the contribution of reading comprehension to information literacy achievement, Pearson-Product Moment Correlation and regression analyses were applied.

RESULTS

Descriptive Statistics

Judging from the level of achievement, the information literacy achievement of the students was at the proficient level with the mean of 70.28. Before the treatment, it was at the novice level. For reading comprehension achievement, the level was at the good level with the mean of 72.12, before the treatment it was at the poor level. Table 1 shows the descriptive results of reading comprehension and information literacy of the sample.

Table 1. The Score Distribution of Reading Comprehension and Information Literacy (N=25)

Category	Mean		Frequency and Percentage		SD	
	Pre	Post	Pre	Post	Pre	Post
Reading Comprehension						
<i>Level of Achievements</i>						
Very Good		87.50		2 (8%)		2.12
Good	78.50	75.38	2 (8%)	13 (52%)	2.121	3.15
Average	58.80	64.80	10 (40%)	10 (40%)	2.530	2.53
Poor	48.11		9 (36%)		4.075	
Very Poor	36.75		4 (16%)		4.113	
Total	52.24	72.12	25 (100%)		12.69	7.44
Information Literacy						
<i>Level of Achievements</i>						
Advanced		81.67		3 (12%)		.577
Proficient	66.50	69.85	2 (8%)	20 (80%)	.707	5.37
Novice	53.64	57.50	22 (88%)	2 (8%)	3.95	2.12
Not Evident	38.00		1 (4%)			
Total	54.04	70.28	25 (100%)		6.12	7.27

Statistical Analyses

There were three statistical analyses applied in this study, (1) paired sample t-test, (2) correlation analysis, and (3) regression analysis. However, prior to the application of the analyses, Levene's test was used. It was found that the data had equal variance.

Based on the paired sample t-test, it was found that both information literacy ($t=-4.771$; $p=.000$) and reading comprehension ($t=-14.747$; $p=000$) of the experimental group had improved significantly. All aspects of the two variables also significantly improved, except *detail* aspect of reading comprehension. Table 2 presents the detailed results of paired sample and independent t-test of this study.

Table 2. Result of Paired Samples t-test of Information Literacy and Reading Comprehension (Total and the Aspects)

Variables	Pretest Mean	Posttest Mean	Mean diff pre and post	T-value and sig. between pre and post
Reading (Total)	19.64	26.28	5.64	14.747 .000
Main Idea	3.04	4.16	1.12	7.170 .000
Cause Effect	4.08	4.56	0.48	2.613 .015
Inference	4.04	5.72	1.68	11.225 .000
Vocabulary	3.48	4.56	1.08	5.418 .000
Sequence	1.80	2.84	1.04	7.695 .000
Detail	3.20	3.44	0.24	1.809 .083
Information Literacy (Total)	53.84	70.06	16.22	12.449 .000
Know	9.48	11.20	1.72	4.569 .000
Access	4.76	6.40	1.64	4.264 .000
Evaluate	15.52	20.60	5.08	7.810 .000
Use	15.40	20.38	4.98	9.919 .000
Ethics	8.68	11.48	2.80	7.791 .000

Furthermore, correlation analyses were also applied to see whether or not significant correlations between reading comprehension (total and the aspects) and information literacy (total and the aspects) did exist. Then, to determine how much reading comprehension (total) and its significant correlated aspects contributed to the students' information literacy achievement (total and the aspects), stepwise regression analyses were employed. See Diagram 1.

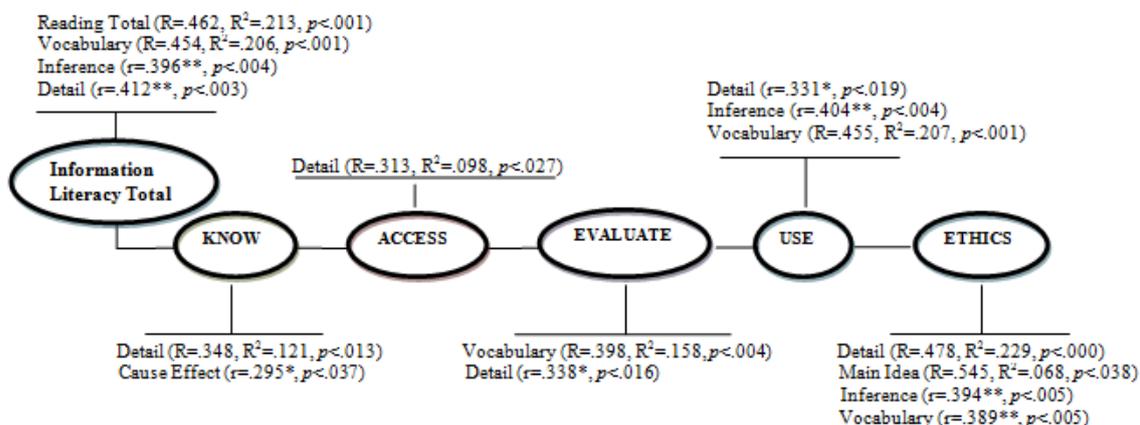


Diagram 1. Summary Statistics of Correlation and Regression Analyses between Reading Comprehension (Total and the Aspects) and Information Literacy (Total and the Aspects)

The results showed that reading comprehension (total) correlated significantly to the students' information literacy (total) and it contributed 21.3%. Of the six aspects of reading comprehension, *inference*, *vocabulary*, and *detail* were correlated significantly to information literacy (total); however, only *vocabulary* did contribute significantly to the total with 20.6% contribution. For the significantly correlated aspects of reading comprehension which contributed to the aspects of information literacy were; (1) *detail* to *know* (12.1%), (2) *detail* to *access* (9.8%), (3) *vocabulary* to *evaluate* (15.8%), (4) *vocabulary* to *use* (20.7%), and (5) *detail* to *ethics* (22.9%); *main idea* to *ethics* (6.8%).

On the other hand, stepwise regression analysis was also applied in order to see which aspects of reading comprehension and information literacy which were significantly correlated contributed the highest or the least to the total of reading comprehension and information literacy. The results showed that all aspects of reading comprehension except *detail* were significantly correlated to the total of reading comprehension. Three aspects that gave the highest significant contributions were *main idea* (45.5%), *cause effect* (22.1%), and *vocabulary* (20.4%). The least significant contributions were given by *inference* (5.6%) and *sequence* (3%). Meanwhile, for information literacy, among its five aspects which significantly correlated to information literacy (total), *evaluate* gave the highest significant contribution (90.8%) followed by *use* (3.8%), *access* (3.5%), *know* (1.2%), and *ethics* (0.7%).

DISCUSSION

That the mean of reading comprehension of the whole sample was still below the school standard score of SMA Negeri 4 Lahat of at least 79 indicates that there are still lots to do to improve the students' reading comprehension achievement. As reported by Anderson, Wilson, and Fielding (1988, pp. 21-22) that the amount of time spent on reading correlated significantly to gains in students' reading achievement. Therefore, to get the better reading achievement needs more time and continuous practice. Meanwhile, that only two students were at the advanced level at the end of this study implies that although information literacy is not a new type of skill that arises as a demand of the information era (Irawati, 2009), the ability that is required in this process is developing and becoming more complex due to the development of science and technology in this era.

The process of information literacy reflects the process of Problem Based Learning (PBL) which is also in line with contextual learning in *Kurikulum Tingkat Satuan Pendidikan (KTSP)* and scientific approach in 2013 curriculum where the students need to master content and extend their investigations, become more self-directed, and assume greater control over their own learning (Hung, 2009). However, to make the students be active or independent with only having the teachers as the facilitators for their learning need time and practice. The students are developing at this skill but they still need the teacher's assistance to direct their learning.

Concerning the significant improvement on reading comprehension of the experimental students who have achieved the Good level at the end of the study, some affecting factors need to be explained. Firstly, reading activities using the Big6 strategy caused improvement on students' reading comprehension achievement as the students retrieved, evaluated, and used various kinds of reading materials to meet their purposes. Kush and Watkins (1996, p.318) assert that the exposure of reading material is a factor that influences the reading comprehension. As the students read to find the information within various resources, it encouraged them to read in order to find the needed information related to their task. Moreover, the reading activities using the Big6 strategy which allowed the students to narrow down the given topics to meet their interest and purpose in reading could possibly became one of the reasons of the significant improvement of the students' reading skill. As stated by Renandya and Jacobs (2002, p.296) that the availability of the self selected materials that the students do like to read can make a lot of difference in students' reading achievement. Secondly, integrating technology into reading activities fits the students' interest as using the media particularly the Internet is familiar and popular among young people today (Majid & Tan, 2007). This is in line with the results of study done by Jackson, von Eye, Biocca, Barbatsis, Zhao, and Fitzgerald (2006, p. 433) who found that children who used the Internet more had higher scores on standardized tests of reading achievement than did children who used it less.

Furthermore, among the aspects of reading comprehension, *inference* and *main idea* consequently gained higher improvements. This finding indicates that when the students were evaluating and reading various texts related to their tasks, they determined the texts' relevance to their investigation. In other words, they did profound reading to find the gist of the reading texts they read. However, there was one aspect, *detail*, which did not significantly improve. Probably, the students put more focus on reading for an overall idea or gist and ignore at the specific piece of information or a particular word which affected the improvement of *detail* aspect.

Meanwhile, the significant improvement of information literacy in all aspects indicates that the concept of information literacy in this study had an impact on students' knowledge about how to find the relevant information for their investigation. Eisenberg and Berkowitz (2007, p.5) assert that the Big6 strategy is a process model of how people of all ages deal with an information problem. The six steps on the Big6 relate to the students' information literacy standards drawn directly from Association of College and Research Libraries (ACRL) (Jansen, 2007, p.9). By asking the students to work on certain tasks using the Big6 strategy requires them to solve information problem and involve in an active process (student-centered) in accomplishing certain purpose.

In detail, the two aspects of information literacy which gained higher improvements were *evaluate* and *use*. These two aspects of information literacy had something to do with reading comprehension. In evaluating and using the information from various texts, the students need to engage, organize, and synthesize the information effectively (Eisenberg, Berkowitz, & Johnson, 2010, pp. 25-26). Therefore, the aspects of information literacy which reflect the process of reading got significant and higher improvement than others aspects.

Furthermore, the results of the correlation analysis between reading comprehension and information literacy showed that the two variables correlated significantly. The contribution of the students' reading comprehension to the students' information literacy achievement was 21.3%. These findings indicate that reading influenced the achievement of information literacy of the students in this study.

Additionally, among the aspects of reading comprehension, it was only *vocabulary* that contributed to the total of information literacy. It was also the aspect contributed significantly to *evaluate* and *use* aspects. What could be assumed that in the process of evaluating and using information, *vocabulary* takes an important role for students to comprehend their reading. *Evaluate* and *use* involves the complex process of paraphrasing and summarizing information from various resources found by the students (River Parishes Community College, 2009, p.12). They are considered as the difficult skills for students since the students need to identify key concepts of the reading materials and interpret what they have understood from the passage (Choy & Lee, 2012). Therefore, if the students do not have adequate numbers of vocabulary, the process of evaluating and using information will be hampered.

Meanwhile, based on the result of stepwise analysis of the reading comprehension achievement of the students after the treatment using the Big6 strategy, it was found that the aspect that shared the highest significant contribution to reading comprehension (total) was *main idea* (45.5%). It has been discussed earlier that in the Big6 strategy, the students were trained to have profound understanding about the texts, therefore, that *main idea* became an aspect which contributed the most to reading comprehension (total) was not really surprising. For information literacy, it was *evaluate* which shared the most significant contribution to information literacy (total). The contribution was 90.8%. This high significant contribution of *evaluate* to information literacy (total) indicated that *evaluate* as an aspect of information literacy that reflect the process of reading might become the important part for the students in gaining better information literacy achievement. Referring to the three phases of information literacy process (River Parishes Community College, 2009, p.12), *evaluate* belongs to the second phase, evaluating information, in which in this phase the students gather all the information found, analyze, judge whether more information is needed in completing the task.

Unless the students are good in this part, it is hard for the students to deal with information problem. Hence, this probably the cause that *evaluate* shared the most significant contribution to information literacy (total).

CONCLUSION

Based on the results and the discussion above, exposing the students to a variety of reading materials through the Big6 strategy has successfully improved reading comprehension and information literacy achievements. In reading comprehension, the aspects that were improved the most were *inference* and *main idea*. Meanwhile, in information literacy, *evaluate* and *use* were the aspects that caused most significant improvement. In addition, the students' reading comprehension influenced their information literacy achievement.

There are some suggestions that can be offered as the follow up on this study. First, it is important to introduce the new strategy involving ICT in the classroom activities to prepare the students to the changes caused by the digitization era. The Big6 strategy can be applied as one of the promising strategies to be used in the 21st era of technology. Second, to maximize the value of the Big6 requires an intensive teaching and learning process as well as better Internet connections. Third, for information literacy, it is recommended that the teachers use the observation rubric of information literacy when applying the Big6 strategy. Having the observation rubric helps the teachers to observe the students' development on informational literacy skill during the teaching and learning process which later gives them feedback to what aspects they need to emphasize more.

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BIO STATEMENT

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LEARNING TO WRITE SCIENTIFIC WORKS WITH GUIDED WRITING STRATEGY (GWS) AS AN EFFORT TO IMPROVE BAHASA INDONESIA KEILMUAN (BIK) IN UNIVERSITY

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Abstract: Writing is an activity that is carried out by someone to convey an idea, feeling, thought, or idea that is poured in written form so that the reader can understand it. Therefore, a writer needs to know and master what to write, how to write it, the goals of the writing and what the purpose of the writing is. The purpose of this research is to find out learning to write scientific works with the Guided Writing Strategy (GWS) as an effort to improve Bahasa Indonesia Keilmuan (BIK) in university. The research conducted by the researcher is a qualitative descriptive study, the source of the data obtained from this research comes from theories and previously published journals. The results of this study are the need for using strategies in writing, which are strategies that bring benefits in writing scientific papers in the form of articles, journals. The strategy in question is the guided writing strategy, with the implementation of this strategy it can make it easier for students to write scientific papers. Because in this strategy, writing is carried out in stages, from the initial pre-writing stage to publishing. An educator acts as a facilitator in implementing guided writing strategies in order to create scientific works that are in accordance with the scientific language. The facilitator should guide students by using the right language, choosing words and organizing sentences in writing scientific papers that are in accordance with the rules. Learning to write scientific papers using guided writing strategies needs to be applied to all subject areas. This is solely done to be able to develop scientific works that are worthy published.

Keywords: *scientific work, guided writing strategy, university, scientific Indonesian Language*

INTRODUCTION

As the next generation of the nation's struggle, students should be able to master skills in various ways in order to keep up with the times, including being active in writing activities. Writing activities are an inherent part of the routine as a student. Not infrequently writing is considered a difficult thing to do. (Dalman, 2015) suggests that writing activities connect several elements that aim to deliver messages to the recipient of the message. Writing activities should require expertise in language, with someone proficient in the language, the message conveyed can be clearly received by the recipient of the message. This implies that language is an important aspect that needs to be mastered in writing activities. According to what has been conveyed by (Ismawati & Umayana, 2012) suggests that language is a continuous process of a person's thinking process. Thus, learning to write at the university level focuses on the ability of students to convey thoughts, ideas, ideas, and express situations in writing.

The main goal in teaching Indonesian is to be able to develop 4 ability or language skills, 4 of these skills include: reading ability, listening ability, speaking ability and writing ability. The ability or skill in writing must be developed from elementary to college level. To produce a good written work, thus students are required to be able to master and also understand in sentence structure, choice of appropriate vocabulary, grammar, mastery in paragraph

organization and so on (Raimes, 1983). Writing is an activity that is carried out by someone to convey an idea, feeling, thought, or idea that is poured in written form so that the reader can understand it. Thus, a writer needs to know and master what to write, how to write it, the goals of the writing and what the purpose of the writing is. Writing can also be said as a person's activity in developing an idea, making improvements to the text, editing and writing a draft (Gould, DiYanni, & Smith, 1989).

At the time learning to write, of course, there are many things that need to be mastered, such as grammar skills, proper use of punctuation, paragraph development and so on. At the time of learning to write, problems often occur. One of the obstacles is the lack of motivation in students to write which affects learning outcomes, grammatical errors are still often encountered when writing, besides that lecturers in conveying a material still use traditional methods. Writing is also said to be a skill which in the process of writing requires direction, guidance and continuous practice (Sari, 2020). By paying attention to these things, it minimizes errors in writing.

The difficulties or obstacles that are often experienced by students in writing are not being able to choose the use of appropriate language vocabulary. Another difficulty is not being able to express what is being felt in writing. Related to the problems that have been described, a lecturer as a teacher who can give influence in learning activities should be able to motivate to be able to write well and correctly. One of the writing activities is writing scientific papers. Scientific work is a form of idea or writing that is obtained through observation, research in a particular field, a review of which the content of the scientific work that has been written can be accounted for (Ulfa, 2021). Or strategies to provide understanding to students so that they are consistent in writing scientific papers.

The civilization in the world is formed starting with language, language is used to convey information. In today's era, the development of technology is very fast. With this development, it certainly has an impact on the proper use of Indonesian. As a student at the vanguard who is able to produce works. Therefore, a student is required to be able to develop existing skills to the maximum. However, nowadays there are many students whose writing method is not in accordance with the correct order of language. Therefore, Indonesian is taught as a subject, it aims to preserve the Indonesian language. The activities carried out by students include writing scientific papers in the form of articles, papers, essay, theses and others where the scientific work must be arranged using correct grammar, sentences and rules. Thus, we need a strategy that can help students to write scientific papers.

In guided writing learning, it must be related to the material, the learning activities are carried out in stages. This process is carried out continuously. Learning activities using the Guided Writing Strategy (GWS) can be used as a model that can be used as a solution to overcome problems or obstacles for course lecturers and students themselves. The use of this method is believed to be the right strategy to do to overcome the problems that occur, especially problems in writing. The Guided Writing Strategy (GWS) is a strategy that is used to guide in doing the right writing including activities before writing, writing a draft, making improvements, editing the writing and writing an essay.

This study is intended to discuss a problem regarding how to choose words, compose sentences, and use student in learning Bahasa Indonesia Keilmuan (BIK) in University, in addition to discussing how the problems of students in writing scientific papers in learning Bahasa

Indonesia Keilmuan (BIK) are discussed in University, and discusses how to improve students' scientific writing skills with the Guided Writing Strategy (GWS) in learning Bahasa Indonesia Keilmuan (BIK) in University. Based on the problems above, the purpose of this research is to find out learning to write scientific papers with the Guided Writing Strategy (GWS) as an effort to improve Bahasa Indonesia Keilmuan (BIK) in University.

METHODS

The research conducted by the researcher is a qualitative descriptive study, the source of the data obtained from this study comes from theories and journals that have been previously published. The purpose of this research is the importance of using learning strategies that can motivate students to write scientific papers as an effort to improve Bahasa Indonesia Keilmuan (BIK) in University. Descriptive method is a method used to research groups of people, situations, a system of ideas or thoughts, an object or an event that is happening in the present (Nazir, 2014). In this qualitative descriptive study interpreting the data that has been obtained and then used as a reference source. The data obtained were used by researchers as a reinforcement of research results.

RESULTS

The results of this study refer to some research data that has been done previously. Research that has been carried out (Sari, 2020) shows that the learning process using guided writing strategies has a positive impact on the way students do writing activities. Student skills by using this strategy are more structured than before. The results of this study are evidenced by the data that has been obtained. The research that has been carried out using the classroom action research method by conducting 2 research cycles.

The results of the study said that the activity of writing children's stories based on sociocultural after using the guided writing strategy experienced an increase, the increase occurred from the stage before the cycle to the second cycle. The results of the pre-cycle before applying learning to write by using the guided writing strategy get an average score of 67.8 or if in percentage it gets a result of 49%. Then in the first cycle obtained an average score of 72.5% as many as 37 students completed from 51 people. The increase from research activities in the pre-cycle to cycle I was 23.4%. While the results of the research in the II cycle obtained an average score of 87.4 with a total student completion with a percentage of 100%. In the II cycle, it increased by 27.5% compared to the first cycle.

Based on the data described above, learning to write using guided writing strategies has a good impact on university students. In addition, the researchers also put forward some suggestions, including that the guided writing strategy is an effective strategy used in teaching writing skills at all levels, educators should use this strategy so that the writing of student scientific papers is more systematic and can be understood by the readers, guidance activities What is done by lecturers to students is a positive action that should be delivered on an ongoing basis in the various carried out courses

As for other research conducted by (Zubaidah, 2015) the results of this study reveal that the application of guided writing strategies used in learning activities can improve students' ability in writing children's stories. The things that are done are in accordance with the stages in the Guided Writing Strategy (GWS). The research was carried out using the classroom action

research method by conducting 3 research cycles. The results of the research showed that the ability to describe elements of children's stories from pre-cycle to cycle III showed increasing results. This can be proven from the average score obtained during the pre-cycle 38.26, the final test in the second cycle got 48.22, then in the second cycle obtained a score of 62.09 and the last one in the second cycle the average results increased with a total of 79 ,70.

As for the suggestions given in the research are in writing scientific papers, or other writings, it would be better to use a guided writing strategy, with strategies that will provide new experiences in writing that can minimize errors. The results of the research that have been carried out show that the Guided Writing Strategy (GWS) has a positive impact in carrying out writing learning strategies. Writing is a complex cognitive process. Writing activities have a more difficult level than reading. Someone who is able to read well may not necessarily be able to write well, even though reading is one of the determining requirements to become a good writer (Sibarani, 2015:132). Through good writing skills, a person can disseminate their view on something productively. This can be said to be important because the author's contributive thoughts can bring an impact on development in all aspects.

Education is a forum that is able to facilitate the development of human resources (HR), including in building writing skills. Various efforts have been made by educators to improve the skills of students, including the use of strategies in learning. The Guided Writing Strategy (GWS) become one of the solution to the problem. Guided Writing Strategy (GWS) which is able to be a liaison between schemata and problems faced by students. It is carried out with the hope that students are able to understand the obstacles in writing and find solutions to overcome the obstacles. The Guided Writing Strategy (GWS) is also able to lead the direction in learning to write with the guidance process for learners in the writing stages they go through. The guidance provided by educators can be given individually or in groups (Kusniarti, 2015: 109). Similar to the definition presented by (Zaenab, Suhartono, & Salimi, 2019:142) which states that the Guided Writing Strategy (GWS) is a composing learning strategy that can make it easier for educators to provide instruction or guidance at the writing stage, so that it can improve learners writing skills.

In the implementation of the guided writing strategy there are stages carried out in it such as (Oktari, Kurniaman, & Lazim, 2018:884) the pre-writing stage, the writing stage, and the post-writing stage. The pre-writing stage consists of delivering information related to how to write descriptive essays, observation to objects or media, delving information, and making an essay outline. At the writing stage, students will be instructed to develop an essay outline into a complete description. Then in the post-writing stage, students are instructed to make edits to errors in writing, determine the title that is in accordance with the theme or object and content of the essay, after that the publication of the work is carried out in front of the class (Alifia, Hendriani, & Heryanto, 2020:15).

In addition to referring to previous research on Guided Writing Strategies (GWS) in learning, the researchers also conducted interviews with several students in Malang City, East Java, the results of the interviews revealed several obstacles or problems that arise when writing scientific papers, that in writing scientific papers the difficult thing is to do grammatical processing. The things that students often do nowadays when writing scientific papers are copying other people's work. This happens because of lack of skills in understanding scientific work. In addition, the difficulty in starting early in writing scientific papers, the lazy factor in reading is certainly an obstacle in writing. With a lack of insight, it is difficult to compose the

right sentence, have not been able to start using the selection of words that are in accordance with the rules of language and have not been able to distinguish the use of language that is considered appropriate. Frequently students are not inconsistent in writing scientific papers, oftentimes in a wider discussion than the previous idea.

From the description above, it is necessary to use strategies in writing, where these strategies bring benefits in writing scientific papers in the form of articles and journals. The strategy in question is the guided writing strategy, with the implementation of this strategy it can make it easier for students to write scientific papers. Because in this strategy, writing is carried out in stages, from the initial pre-writing stage to publishing. An educator acts as a facilitator in implementing guided writing strategies in order to create scientific works that are in accordance with the scientific language. The facilitator should guide students by using the right language, choosing words and organizing sentences in writing scientific papers that are in accordance with the rules.

DISCUSSION

Word Choice, Sentence Structure and Language Usage

Scientific language has a relationship with the language of a country. Likewise, Indonesian, as a form of existence as a good citizen, therefore Indonesian is used as a unifying language to interact with each other. Indonesian used as a scientific language is certainly not the same as non-scientific language. Of course, the use of scientific Indonesian must be in accordance with applicable rules, by using the appropriate standard language. Agree with what was put forward by (Gunawan, 2020) Scientific Indonesian is reproductive, the purpose of reproduction is that it does not have a double meaning. So, the choice of the use of words needs to be considered in detail. In expressing an opinion, it should be guided by the substance of science, not from the beauty of the choice of words to assemble into a meaningful sentence. In Indonesian, science is certainly not the same when writing literary works, which in writing literary works must pay attention to the selection of interesting words. In scientific language is used in-easy-to understand, does not have a double meaning, is used in clear language that is easily understood by the reader.

In scientific language, the preparation of sentences is directly on target, it aims to avoid misunderstandings in interpreting sentences. And it can result in the target not understanding what has been written. Nor can mistakes be minimized by writing according to the purpose, not writing which can later lead to misunderstandings. Thus, the choice of language should be direct on what want to discuss, writing should not be too long-winded. At the time writing in the suggested field, it is not recommended to contain sentences that express the heart and it is not allowed to say hatred or in the form of satire. It must have had a fatal impact on the rules of interaction in science.

At the time of writing should use a straightforward language selection. Straightforward can be interpreted as written language that is not complicated. It also indirectly says that the use of language that is more concerned with beauty does not need to be used in scientific writing. Because it has an impact on the point of view of other people who think that what is written is not serious in compiling scientific works. In addition, the use of language is neither affective nor emotive, affective and effective language means that what is used can raise the perception of others that the language used is relaxed and as if in writing is not serious. This causes distrust

of readers about what the author wrote. It is often found that the use of affective and emotive language is more suitable for using spoken language when interacting. Thereby, scientific language should be used rationally.

The words used in writing scientific papers should be in accordance with the same scientific word as the field of science that will be the topic of discussion. The many fields of knowledge that exist prove that the scientific language is very diverse. In case viewed from the semantic aspect used between one scientific field and another, it has different characteristics. For example, a scientist who is more competent in understanding scientific grammar will definitely be able to know the use of appropriate words to communicate. In addition to what has been described above, the choice of language in scientific works must use coherent and logical language. Scientific terminology is used by the author as a background. Do not use language that has no scientific meaning. The logic in writing is based on the author's logic and can be accounted for.

Scientific language can not be separated from developments in the field of science and technology at this time. Because basically the current development of science and technology also occurs because there is knowledge. So the language used as the language of instruction for science and technology uses scientific language. In accordance with the opinion expressed by (Waluyo, 1991) that the following is a style of disclosure of a writing as a means of science and technology interaction: 1) Writing should be objective in accordance with science, 2) A standard point of view which in writing would be better in accordance with the applicable rules, 3) In developing written works should avoid choosing words that have meaning as a form of narration, argumentation and description, however in writing must still describe the written description, 4) The language in writing scientific papers must use official language, 5) The language used must be clear, firm in order to convince readers of the scientific work that is made, 6) It is not recommended to use language that is too excessive in expressing emotional feelings, 7) Avoid using language that is too long-winded, 9) The language used in writing scientific papers should be in accordance with logical thinking not from feelings the author.

From some of the descriptions that have been put forward, it can be concluded that the choice of words, the preparation of sentences and the use of language is very important to note. Writing scientific papers should use appropriate language rules, in the choice of words must use standard words it is intended so that readers can more easily understand what is conveyed by the author. When writing scientific papers, avoid using satirical language. If the rules in writing are carried out properly, a scientific work is composed that is meaningful both for the author and for the reader.

Student Problems in Writing Scientific Papers

In the academic environment, certainly it is closely related to creating a scientific work. By writing a scientific paper, of course, it is hoped that it can provide good benefits in the field of science. The author by producing a scientific work certainly has a lot of positive impacts, namely it can provide intelligence in critical thinking of a writer, add new vocabulary and can add insight to the author in all fields. Thus, as a student, it would be nice to be able to create the best scientific works such as articles, journals, final assignments, popular scientific works and others. Through writing, it will be easily accepted by the community, not only verbally. Through writing will be more memorable. However, in reality, today's students tend to be very

reluctant to write, writing activities have not been so entrenched. The students are more inclined to enjoy talking than writing.

As for some of the problems that often occur when students write scientific papers, according to (Rahmiati, 2014) there are 2 problems or obstacles that often occur both within the students themselves and obstacles that come from outside. The following are problems in students such as not having talent, many people think that if someone is good at reading, that person is also good at writing. But in reality, not everyone is talented in creating good and correct scientific papers. Examples of problems that occur, at this time in writing scientific papers it is not allowed to plagiarize other works (Plagiarism). Students who are not talented in writing will of course have difficulty in doing their thesis writing. Talent is a gift that exists in humans from birth. Students who are less talented are not necessarily unable to write sentences or words. However, their abilities have not been able to produce scientific papers that can be published. Thereby the activity of writing scientific papers is a big obstacle for these students.

The lack of self-confidence, lazy nature and lack of motivation are also included in the problems or obstacles of a student in writing scientific papers. It would be nice if everything was done with intention, besides that motivation greatly influences students in writing scientific papers because with motivation it will make a person's reference in writing. The absence of motivation that arises in students will not create a sense of laziness and then a lack of self-confidence arises. so that over time they will not want to do scientific writing activities at all which is their obligation. Unfocused and difficulty in starting to write also often occurs this is because the student thinks relaxed. The environment around students also has a great influence, both negative and positive influences.

This resulted in not focusing on writing scientific papers. It is very difficult to find supporting ideas and theories to strengthen the paper. Students who have narrow insight caused by lazy reading factors are certainly an obstacle in writing a scientific paper. With a lack of insight, they have not been able to compose the right sentences, have not been able to start using the choice of words that are in accordance with the rules of the language and have not been able to distinguish the use of language that may be used and which should not be used. Reading is a way to come up with an idea, in the absence of motivation in reading, ideas or thoughts will not appear. With this reading is very closely related to writing.

At the time writing scientific papers, it is often found that the writer finds it difficult to process the correct grammar. Many students have difficulty in framing words, get difficult in using standard language. This is certainly very influential in the writing of scientific papers, because in scientific works, sentences between one sentence and another are interrelated so that the information contained in the scientific work can be conveyed clearly by the reader. The problems in writing scientific papers do not only come from within the students, but there are also some obstacles that come from outside such as the absence of habits from an early age to do writing activities, the lack of encouragement from the environment around students to want to write, the learning carried out by students tends to explaining the concept, lack of time when attending scientific paper training, the existing curriculum at the university level does not cover the entire scientific work, and the lack of financial problems when developing scientific papers.

From the explanation above, it can be concluded that there are several problems that occur when students write scientific papers, these obstacles do not only occur in students but the environment around students greatly affects them. In order to create learning that is in

accordance with what is planned, it is needed, it can motivate students who initially write because of encouragement and then become very active in writing. Self-motivation and the environment must be balanced.

Improve Students' Scientific Writing Skills by the Guided Writing Strategy (GWS)

The guided writing strategy is a strategy that can be used to develop skills in writing and apply the writing process that aims to improve learning. Guided writing strategies can generally be used at all levels, from elementary school to college level. This strategy can be used for all assignments, both scientific papers and other written works. This strategy is planned to develop students' and students' writing skills. This guided writing activity provides new experiences for students and students to be more flexible in writing with the guidance of educators, thereby it will make the writer responsible for what has been written.

The learning carried out by educators using guided writing strategies to improve writing skills, especially writing scientific papers, the function of an educator in this case according to (Abbas, 2006) is as a facilitator who facilitates the need to write scientific papers as well as a motivator and resource person. As for the steps of activities that need to be considered in improving the ability to write scientific papers using guided strategies, there are several stages including, first, the pre-writing stage at this stage a writer determines the topics to be discussed certainly in determining the topic also pays attention to things such as meaningfulness, challenges and attractiveness of the topics discussed. This meaningfulness that the topics written are able to provide benefits to the wider community, so the topics created must be real.

The second stage, at this stage the author makes a draft. The activities carried out by the author at this stage are describing what is to be written, making the background of the problem, describing the benefits of writing. The activity is written in the form of an outline in the form of a plan, this is conducted so that the previously discussed topics do not expand. The third stage is the improvement stage, at this stage the author describes an essay that attracts the interest of the reader. In other words, presenting the topic, to develop what has been planned. Furthermore, in the fourth stage, the author makes editing, things that need to be considered, namely in writing both word fragments, punctuation, capital letters must be in accordance with the EYD rules. The last stage, namely the publication stage, at this stage the author makes improvements to the writing of scientific papers that have been developed. At this stage the author can publish what has been written.

From the explanation above, it can be concluded that as an effort to improve writing skills with guided writing strategies, it is necessary to do all the steps or stages in carrying out these strategies. In addition, there is a need for extensive knowledge regarding scientific writing, both in terms of using language that is in accordance with scientific Indonesian. Guided writing strategies can provide new experiences for students to further minimize errors when writing scientific papers. The grammar used in writing scientific papers will certainly be more structured and clearer.

CONCLUSION

Based on the explanation above, the conclusions that can be drawn regarding learning to write scientific papers with guided writing strategies are:

1. The choice of words, the arrangement of sentences and the use of language is very important

to note. Writing scientific papers should use appropriate language rules, in the choice of words must use standard words it is intended so that readers can more easily understand what is conveyed by the author. When writing scientific papers, avoid using language that is satire. If the rules in writing are carried out properly, then a scientific work is composed that is meaningful both for the author and for the reader

2. The problems or obstacles do not only occur in students, but also the surrounding environment greatly influences them. In order to create learning that is in accordance with what is planned, collaboration is needed, it can motivate students who are lazy to write at first because of external encouragement then become very active in writing. Self-motivation and the environment must be balanced.
3. The efforts to improve writing skills with a balanced writing strategy, it is necessary to do all the steps or stages in carrying out the strategy. In addition, there is a need for extensive knowledge regarding scientific writing, both in terms of using language that is in accordance with scientific Indonesian. Guided writing strategies can provide new experiences for students to further minimize errors when writing scientific papers. The grammar used in writing scientific papers will certainly be more structured and clearer.

From some of the conclusions above, learning to write scientific papers using guided writing strategies needs to be applied to all subject areas. This is solely conducted in order to be able to develop scientific works that are worthy of publication with the condition that use good and correct Indonesian language rules.

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Hopefully this research can make a positive contribution to Indonesian professors in University. The author believes that this research is still far from perfect. Therefore, some suggestions are expected to make it better in the future.

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APPENDICES

IMPLEMENTATION OF BIK STUDENTS CLASS C8 AND C9 CLASS OF 2021

The implementation of Bahasa Indonesia Keilmuan (BIK) lectures for undergraduate students is carried out from the Indonesian language education study program and across faculties. Lectures will start on September 14, 2021 and will teach 2 BIK classes in class C8 and C9 semester 3 batch 2021. BIK C8 classes are held at 7-8 hours and BIK C9 classes are held at 9-10 hours. Learning activities are carried out using a flex class blended learning model system.

PRE IMPLEMENTATION OF BIK STUDENTS CLASS C8 AND C9 CLASS OF 2021

The activities before becoming a lecturer assistant, the author observed the activities or learning observations of students carried out by Dr. Nurhadi, M.Pd. Observations in lecture activities are carried out with the aim of observing the teaching and learning process in the classroom during Bahasa Indonesia Keilmuan (BIK) course. This observation was carried out as a basic reference for teaching in class C8 and C9. In the observation activity, the author made one-time lecture observation on September 14, 2021. The observations obtained are as follows.

1. Lecture device used are lesson plans, mandatory textbooks used are handbook writing, reading techniques of various kinds of essays, educational grammar and dimensions in learning a second language. All books are by Dr. Nurhadi, M.Pd.
2. Learning materials are delivered by starting with the lecturer as a basic insight and then continuing with the presentation of individual assignments from each student. During the learning process, students are required to be active and not passive. So that there is a question-and-answer interaction from both lecturers and students.
3. The lecturer gives assignments to students in the form of weekly assignments taken from the RPS and syllabus. Students work on assignments individually in their respective workbooks.
4. The lecturer asks students to express their opinions on several occasions and students are given the opportunity to express their opinions in front of the class during the blended learning model of the flex class.
5. After obtaining the results of these observations, the authors adjust the lecture devices that have been used in the ongoing BIK lectures. The lectures prepared by students are as follows: (1) RPP (Lesson Plan); (2) handbook writing, techniques for reading various kinds of essays, educational grammar and dimensions in learning a second language, and; (3) media articles of written and conceptual ideas in providing material to students, and; (4) assignment sheet. All books are by Dr. Nurhadi, M.Pd.

IMPLEMENTATION OF BIK STUDENTS CLASS C8 AND C9 CLASS OF 2021

The author began to carry out lectures on September 14, 2021 and teaches 2 BIK classes C8 and C9. The learning systematics uses the flex class blended learning model. The schedule for the implementation of lectures starting from the 2nd to the 16th week is as follows:

Hari/Tanggal_Ke_	Pemateri			
Selasa, 14 September 2021	Zoom Meeting	7-8	Pengenalan RPS dan pembelajaran BIK	Dr. Nurhadi, M.Pd Robby Cahyadi
Selasa, 21 September 2021	WA Grup	7-8	Mereviu artikel	Robby Cahyadi
Selasa, 28 September 2021	WA Grup dan Google Drive	7-8	Mengenali unsur dan bagian artikel ilmiah	Robby Cahyadi

Selasa, 5 Oktober 2021	WA Grup dan Google Drive	7-8	Pemahaman lebih mendalam bagian artikel ilmiah	Robby Cahyadi
Selasa, 12 Oktober 2021	Zoom Meeting	7-8	Perbedaan artikel ilmiah dan non-ilmiah	Dr. Nurhadi, M.Pd Robby Cahyadi
Selasa, 19 Oktober 2021	WA Grup dan Google Drive	7-8	Tata cara pengutipan langsung dan tidak langsung	Robby Cahyadi
Selasa, 26 Oktober 2021	WA Grup dan Google Drive	7-8	Mengutip poin-poin penting dari artikel ilmiah	Robby Cahyadi
Selasa, 2 November 2021	Zoom Meeting	7-8	Membaca buku pedoman penulisan karya ilmiah (PPKI) UM	Robby Cahyadi
Selasa, 9 November 2021	WA Grup dan Google Drive	7-8	Pengajuan judul artikel gagasan tertulis	Robby Cahyadi
Selasa, 16 November 2021	WA Grup dan Google Drive	7-8	Pembuatan kerangka berpikir artikel gagasan tertulis	Robby Cahyadi
Selasa, 23 November 2021	WA Grup dan Google Drive	7-8	Revisi pembuatan kerangka berpikir artikel gagasan tertulis	Dr. Nurhadi, M.Pd Robby Cahyadi
Selasa, 30 November 2021	Gazebo FS, WA Grup dan Google Drive	7-8	Tugas akhir artikel gagasan tertulis	Robby Cahyadi
Selasa, 7 Desember 2021	Gazebo FS, WA Grup dan Google Drive	7-8	Tugas akhir artikel gagasan tertulis	Robby Cahyadi
Selasa, 14 Desember 2021	Zoom Meeting	7-8	Tugas akhir artikel gagasan tertulis	Dr. Nurhadi, M.Pd Robby Cahyadi

TRANSPARATION OF BIK STUDENTS CLASS C8 AND C9 CLASS OF 2021

Pertemuan_Materi_	
1—2	Bahasa Indonesia Keilmuan <ul style="list-style-type: none"> • Pengertian BIK • Karakteristik umum BIK • Penggunaan BIK
3—4	Karakteristik Khusus bahasa Indonesia Keilmuan <ul style="list-style-type: none"> • Diksi • Kalimat • Paragraf
5—6	Isi Karya Ilmiah <ul style="list-style-type: none"> • Menggali sumber penulisan • Menemukan topik • Penulisan bagian pendahuluan • Teknik menyusun kerangka karangan • Teknik menulis latar belakang • Teknik mengembangkan karangan

Pertemuan_Materi_	
7—9	Penyajian Karya Ilmiah <ul style="list-style-type: none"> • Makalah • Artikel ilmiah • Laporan ilmiah (Skripsi, Tesis, dan Disertasi)
10—12	Bahasa <ul style="list-style-type: none"> • Perujukan • Pengutipan • Tabel dan gambar • Tanda baca
13—14	Grafika <ul style="list-style-type: none"> • Bidang tulisan, margin, dan penggunaan kertas • Penggunaan huruf, spasi, dan layout. • Pencetakan dan penjilidan.
15—17	Menulis Karya Ilmiah (Tugas Akhir)

EVALUATION

The evaluation used in Bahasa Indonesia Keilmuan (BIK) course uses the principle of authentic assessment. The assessment used is based on three things, namely: (1) participation in lectures; (2) midterm test, and; (3) completion of tasks. Authentic assessment is a process of assessing students primarily on the competencies that have been obtained by students or a form of evaluating students' knowledge or skills in a context that is close to the real world or real life as closely as possible.

Authentic assessment is "a form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of important knowledge and skills." So, authentic assessment is a form of task that requires students to demonstrate their performance in the real world in a meaningful way which is the application of the essence of knowledge and skills.

Authentic assessment basically has three domains, namely: cognitive, psychomotor, and affective. The assessment carried out by the teacher must contain a balance of these three domains. Therefore, it is necessary to pay attention to the following matters: (1) cognitive aspect assessment is carried out after students learn a basic competency that must be achieved; (2) assessment of affective aspects is carried out during teaching and learning activities, both inside and outside the classroom, and; (3) assessment of psychomotor aspects is carried out during the process of teaching and learning activities.

So it can be concluded that an assessment is said to be authentic if it involves students in real-life problems. Authentic assignments allow students to apply what they have learned and can make connections between the material taught at school and the life they experience. The most prominent thing about authentic assessment is the focus of the assessment which is not only to test the knowledge that has been obtained, but also the assessment process becomes part of the learning process.

REFLECTION

On the reflection activity was carried out by the supporting lecturer in Bahasa Indonesia Keilmuan (BIK) course to the writer at the tutor's house. Reflection activities in the form of

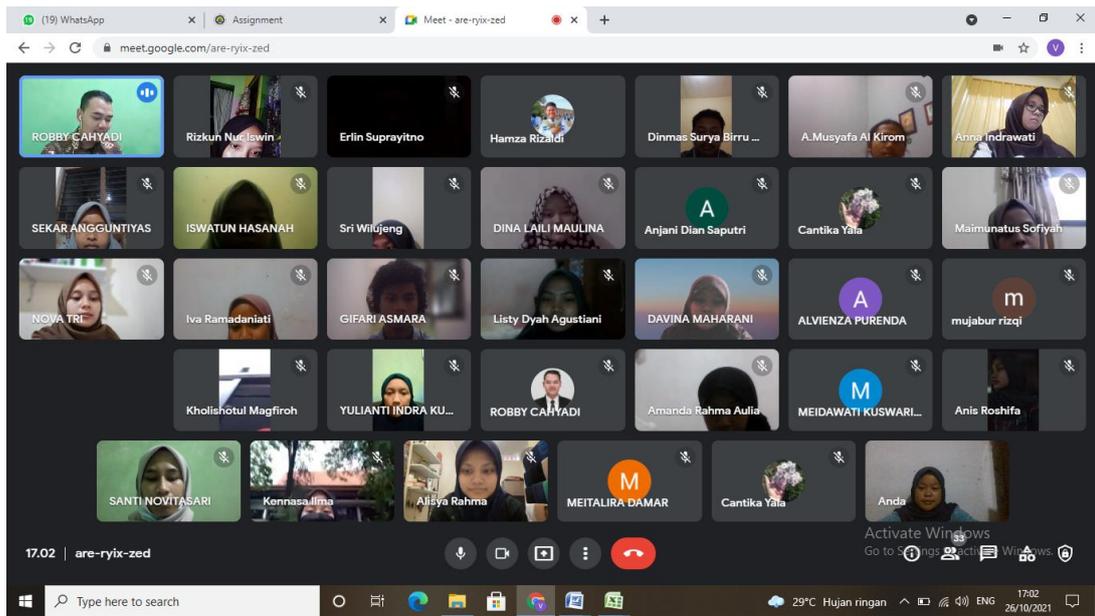
criticism and suggestions on learning materials and media used by the author. In the implementation of each meeting, the study material must be expanded from reference books, e-books, journals, e-journals and websites and others, the reflections made by lecturers are on teaching materials, especially on the theory used in the study of procedures for writing scientific articles and calculating the time in teaching is still not appropriate.

Afterwards the suggestion from the supporting lecturer is to multiply the theoretical references regarding the study of theory then pay more attention to the time in teaching and adjust it to the teaching hours that have been set and do not often exceed the time limit, try to make students are more active than the lecturers. Overall, very good and useful in managing the class as well as in delivering lecture material, communicating with students, making the class atmosphere active, managing the distribution of workbooks, and managing google drive and workbooks every week.

As for some of the obstacles faced when teaching in student classes, namely: (1) having to make the class atmosphere active and conducive because Bahasa Indonesia Keilmuan (BIK) course is large with 44 students holding 44 people in each class; (2) when studying practice many students are absent from lectures and come late to meetings; (3) many meetings in lectures and make understanding more maximal in the application of the material provided and complete, and; (4) the lack of discipline and a sense of responsibility when submitting assignments in both the WA group and Google Drive.

Then as for the solutions to the obstacles faced, namely: (1) 10 minutes before the lecture starts, students must be ready for zoom meetings and submit assignments every week on WA grub or google drive; (2) using several media, namely video shows, article sheets, and YouTube so that students can develop more; (3) When teaching in a zoom meeting, the voice must be clearer because of frequent network disturbances experienced by lecturers and students; (4) it is rare for students to turn on the camera, so the lecturer feels like a monologue in front of the zoom room and in the end there are a lot of students who are lacking; (5) communicative with students must be further improved, especially in blended learning situations with the flex class model, and; (6) provoke students' questions with case studies that are hotly discussed related to lecture topics.

DOCUMENTATION OF BIK STUDENTS CLASS C8 AND C9 CLASS OF 2021



GUIDELINES FOR WRITING SCIENTIFIC PAPERS OUTSIDE OF CLASS HOURS



FINAL ASSIGNMENT OF BIK STUDENTS CLASS C8 AND C9 CLASS OF 2021



BIO STATEMENT

The author is Robby Cahyadi. He was born in Banyuwangi, May 2, 1996. Currently, he is an assistant lecturer in Indonesian Language Education, Faculty of Letters, State University of Malang. During this time, he assists Dr. Nurhadi, M.Pd as a lecturer in Bahasa Indonesia Keilmuan (BIK) course for students in the third and fifth semesters.

He likes to write arguments that are poured into newspaper opinions, social media, articles, educational journals and others. Through the ideas that he has put into several writings, he has created scientific and non-scientific works in various sources. Hopefully, through this work, imagination, creation and new ideas will emerge. This will develop reading literacy, especially for students. In addition, he hopes that these scientific and non-scientific works can be used as additional reading references in the field of Indonesian Language and Literature Education.

TEACHER'S ROLE IN INTERACTIVELY TEACHING ENGLISH ONLINE FOR MIDDLE SCHOOL STUDENTS

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Abstract: Throughout pandemic, schools face challenges of online learning such as students' inactiveness and disengagement in learning. This study aims to explore the teacher's role in interactively teaching English within an online setting for middle school students. The researchers used Community Inquiry Framework as the basis of interactive teaching implementation. Interactive teaching helps the teacher to build relationships with the students. This study uses a descriptive qualitative method with the researchers' field notes as the data. The Community Inquiry Framework consists of teaching presence, cognitive presence and social presence. The teacher's role is important to facilitate the learning and meet the students' needs. Result shows the students have greater motivation and engagement as the teacher interacts throughout the lesson. Students' confidence also grow as the teacher encourages them to participate regardless of right or wrong answers.

Keywords: *community-inquiry framework, interactive teaching, students' inactiveness, disengagement*

INTRODUCTION

Online learning is a learning session that happens through a certain meeting platform where students can interact both verbal and textual. Teachers in online learning tend to fall into lecture-based teaching which puts the teacher at the center, students as listeners, and the learning process is only one-way communication and passive (Liu & Long, 2014). In language classrooms, lecture-based teaching might reduce students' ability to grasp and apply the learning as they are passive (Westgate, et al., 1985 as cited in Chang, 2011). Here, the teacher has extra effort to prepare the lectures such as reading and synthesizing various texts, highlighting important notes, and delivering the material with low learning outcomes as the students passively follow the lesson (Hurst, Wallace, & Nixon, 2013). In contrast, the most enduring learning comes through direct experience and interaction with the intellectual, social, and physical environments (Edwards, 2015).

Challenges in online learning involve adaptability, technical issues, computer literacy, time management, and self-motivation (Kumar, 2015). In particular, imbalance of digital literacy and exposure to certain areas add the complexity of challenges (Xi & Jaggars, 2013). Then, high chances of distraction, complex technology use, less social interaction, and difficulty staying in contact with teachers (Sadeghi, 2019). Other challenges include the technical issues such as low internet connection, the stability of the learning platforms, and device capability that the teacher uses can affect the students' learning productivity (Gilbert, 2015). These challenges should be concerned by the teachers who have a significant role.

The teacher's role in learning process should involve the students which help them to be more prepared for better learning outcome (Akhtar, Hussain, Muhammad, Afzal, & Gilani, 2019). Such a role can involve learning media which will stimulate learners to be more focused and

engaged in learning (Preeti, 2014). Further, such a role works hand-in-hand with a good relationship with the student. It arises from a professional relationship defined by both the students' consent and our professional commitment to use our expertise to advance their education, to guide them from ignorance to knowledge (Markie, 2003). If the teacher and the student have a good relationship with the student, the student can enjoy the teaching and learning process, and be more engaged with the lesson.

The researchers observed and found the profound challenge of online learning was the students' low interaction. The Grade X class which the researchers observed at first on Thursday, 23rd July 2020, did not require students to open cameras and unmute during synchronous sessions via Google Meet. All students open their camera only during attendance, photo, or test session. This concerns the researchers because the students have limited interaction. Besides, online classrooms have shorter sessions than onsite learning. Hence, the teacher only had lecture-based and content coverage methods. It can be inferred the crucial issue during online learning is limited interaction between students and the teacher that impacts students' engagement. Based on this urgency, the researchers aim to explore the teacher's role in interactively teaching English within an online setting for middle school students.

Interactive teaching is a teaching strategy involving two-way communication like discussions, immediate feedback, and collaborative interactions between students and teachers (Senthamarai, 2018). Interactive teaching methods are believed to help students be equally involved in the cognitive process (Giorgdze & Dgebuandze, 2017). The aim of interactive learning is to create unique conditions for all students to be involved in the learning process, that leads the students to an understanding and realization of anything that happens, influence each other and make their own contribution by creating a pleasant and mutually supportive relationship (Eltanskaya, Popova, Linkova, Arzhanovskaya, & Kulichenko, 2017). In contrast, the most enduring learning comes through direct experience and interaction with the intellectual, social, and physical environments (Edwards, 2015). In short, this student-centered strategy helps students to have long-lasting learning through active learning experiences.

The three aspects in active learning are intellectual, social and physical involvement (Edwards, 2015). Intellectually active means the students think critically to reach higher order thinking – beyond mere memorization. Socially active means involve the students to interact with teachers or fellow students, and it can be a form of collaborative work. Physical involvement is also considered as important since middle-school students are typically active and energetic (Edwards, 2015) and it can be a form of experiential learning, hands-on projects, and experiments. Interaction is an essential element in active learning. Therefore, interactive teaching methods can be one of the ways to stimulate student's activeness in the teaching and learning process. Recent studies show that interactive learning helps the learner not only to easily acquire new material but to memorize it for a longer period of time (Giorgdze & Dgebuadze, 2017).

Anggeraini (2018) argued that “interactive teaching put the emphasis on the intercourse, communication, discussion between teachers and students as well as the positivity of teachers and students in the teaching and learning process”. Interaction is essential, and it is important to maintain the positivity of teacher and student relationship in the teaching and learning process. According to Abykanova, et al. (2016), interactive learning is about how students absorb information by way of real-world, intensive learning, a hyperactive social process where the student is not just a learner but also someone who actually creates “living” information.

Based on that definition, interactive learning encourages the students to grasp the material, led by the teacher, but the student actively takes part to understand, to digest, and to know the relevance of what they are learning about, not passively listening to the teacher's explanation but not knowing what they are learning for.

There are three types of interaction in effective online courses such as (1) learner-to-learner interaction, (2) learner-to-instructor interaction, and (3) learner-to-content interaction (Moore, 1993 as cited in Martin & Bolliger, 2018). The three elements of effective learning discussed by Brown, Schroeder, & Eaton (2016) are teaching presence, cognitive presence, and the last one is social presence. These three elements are adapted from "The Community of Inquiry Theoretical Framework" by Garrison (2009). The interest of this framework to be conducted in online learning communities has been growing lately (Garrison, 2009).

The first aspect is teaching presence, one of the ways that can engage the students is to provide visual support. Since students only see their screen and cannot directly see the nonverbal actions of the teacher and fellow students, it causes a feeling of psychological distance where it leads to the feeling of "disconnected" (McBrien & Jones, 2009). To reduce the "disconnected" or the "distance", the teacher can turn on their webcam during the session for a short time, use emoticon features and the chat box, and encourage the students to do the same (Brown, Schroeder, & Eaton, 2016). It can be done in the beginning of a session, or in the middle of the lesson to start group discussion, depending on the activity made by the teacher.

Second, is the cognitive presence which discusses discourse, inquiry, and resolution, specifically as they relate to content (Garrison & Akyol, 2015). Brown et al. (2016), suggest that teachers can facilitate open and exploratory conversation and teamwork by specifying expectation that there may be no right or wrong answers, problems may remain unsolved, and groups may not reach a conclusion. In addition to that, teachers can also encourage collaborative learning by using the 'breakout' feature in Zoom to divide students into smaller groups and have active discussion.

The last element is social presence. This element emphasizes in building personal and purposeful relationships through effective communication, open communication, and group cohesion (Garrison D. R., 2007) One of the ways that teachers can do to develop social presence element in online learning is by having good and effective communication with the students, give questions and the students respond it in real-time through online platforms such as [mentimeter.com](https://www.mentimeter.com), [padlet.com](https://www.padlet.com), and Google Jamboard.

In relation to the English course that the researchers taught, there are 4 skills that need to be practiced so the students can be more fluent, two of them are productive skills which are speaking and writing. Therefore, interactivity is natural and essential for any English language course because through interactive teaching, students have a chance to practice it directly and it can develop their ability to communicate in English in real life situations (Shamsutdinova, Khakimzyanova, & Melnikova, 2017).

Interactive teaching can involve technology Along with appropriate and good pedagogy of the teacher in order to make teaching become effective (Laurillard, 2002 as cited in Anggeraini, 2018). The researchers used *mentimeter.com* as the Audience-Response Systems (ARS). Some studies suggest that using Audience-response systems emphasized on student-oriented and creates much more dynamic teaching and learning, increased motivation and engagement of

the students (Mayhew, 2019). One study finds that interactive lessons or programs with multimedia are more helpful for the learners to understand than mere content-based lessons with centralized-individual atmosphere and limited interaction (Boling, Hough, Krinsky, Saleem, & Stevens, 2011). Interactive learning in English lessons is necessary to keep the students engaged with the lesson cognitively to the extent of connecting it to their lives (Applied Educational System Inc, 2020). Teachers can evaluate students' language and cognitive development (Zacharias, 2014). In addition, Fredricks, et al (2004) highlighted three aspects of students' engagement which are emotional, behavioral, and cognitive. All in all, the researchers aim to explore the teacher's role in interactively teaching English within an online setting for middle school students.

Interactive teaching cannot be separated from students' engagement. Student engagement is defined as an individual's interest and enthusiasm for school, and engagement in education context places a heavy emphasis on personal desire to learn (Olson & Peterson, 2015). It essentially affects behavior and learning performance to the extent that it is one of the primary predictors of high achievement in school (Park, Holloway, Arendtsz, Bempechat, & Li, 2012).

In addition, student engagement refers to the scope of attention, interest, curiosity, and involvement in the learning environment (Groccia, 2018). One of the indicators of a student's good achievement in school is their engagement with the lesson, because disengaged and passive students make slower progress (Swain, 1985, as cited in Zacharias, 2014). From the definition, student engagement is a matter about students' involvement and their willingness to learn, where it can lead the students to have high achievement in school.

Furthermore, student engagement is a complex and multidimensional thing and has a broad meaning. Fredricks, Blumenfeld & Paris (2004) discuss the 3 aspects or dimensions in student engagement which are behavioral, cognitive, and emotional aspects. Behavioral engagement is based on the principle of involvement, where the students participate in academic, social, or extracurricular events (Fredricks & McColskey, 2012). Behavioral engagement includes the necessary and observable behaviors of the students in achieving academic success such as attendance, participation, and the completion of homework, etc.

Cognitive engagement builds on the concept of investment; combines thoughtfulness and willingness of the students to make effort, grasp complex ideas and acquire skills (Fredricks, Blumenfeld, & Paris, 2004). Not only that, cognitive engagement is a matter of students' will, intrinsic motivation and interest which the students have in their study (Maastricht University, n.d.). Lastly, the emotional aspect refers to the students' feelings of interest, happiness, anxiety, and anger during achievement-related activities (Skinner and Belmont, 1983, as cited in Davis, Summers, & Miller, 2012). To conclude, these three engagement aspects are behavioral, which talks about observable things that the students do in learning like their attendance, they do the homework, or ask questions.

Adapted from Alexander Astin's "Engagement Theory" in 1984, a more successful student is one who has more engagement, and the higher the engagement, the more the learning (Astin, 1984). To illustrate that, Astin gives one example. If there is a student in history class, his or her goal is to have an increased knowledge and better understanding of history. The student should spend more time doing activities related to the major such as listening to the teachers talk about history, reading history books, and discussing history with other students. However, in responding to Astin's Engagement Theory above, it is getting more challenging for students

to engage with the lesson in an online setting, because there is more distraction (Sadeghi, 2019), and the teacher cannot monitor the students as it is in a physical classroom. In online learning, specifically synchronous one, there is a higher chance for students to only join the virtual meetings but not listen to the teacher's explanation. In addition, in online learning, there is lack of communication between students and teachers, also other factors like learning environment and limited time, which leads the teachers to not be able to grasp the degree of student engagement (Hu & Li, 2017).

Referring from (Lee, Song, & Hong, 2019), the indicators for measuring student engagement in online learning can be found from the learning behaviors of the students like their activeness during learning, they use their prior knowledge well, manage their learning schedule, utilize the technology effectively, interaction with the instructor, and learn collaboratively. In addition, Dixson (2015) divides the indicators of student engagement into four aspects which are skills, emotion, participation, and performance of the students. In the 'Skills' aspect, behaviors that the students show can be in the form they study regularly, be organized, listen or read carefully, take notes. In the emotional aspect, the students make an effort in learning, find ways to make material relevant, and really have the desire to learn. In the participation aspect, it can be in the form of their activeness and engagement in the forum, online chats, getting to know and helping other students, and asking questions. In the performance aspect, the students show their wellness in doing tests and get good grades (Dixson, 2015). All the indicators and learning behaviors mentioned above can be used as reference for the teacher to measure whether the students engage with the lesson or not in online learning. However, the teacher needs to do observation, even questionnaire, or ask students to reflect on their engagement during online learning, so it is not a one-time observation.

Students' engagement and activeness in teaching and learning process is one of the essential aspects in teaching and learning process, yet maintaining engagement is common problems in school (Adelman & Taylor, 2012). There are various factors that influence student engagement, it can be from the teacher, the students themselves, and the learning environment. Cited from Sellars, Smith, and Barber (2015), there are 5 factors that influence students' engagement which are student motivation, student-teacher interaction, student-student interaction, school support, and non-institutional support. Student motivation is perceived to be a key factor for success in the online learning world (Hartnett, 2016), therefore, it is important to keep students motivated in learning which can lead them to be more engaged with the lesson.

Students' engagement matters as it affects the teaching and learning process and the achievement of the students (Parsons, Nuland, & Parsons, 2014). Discussing the contributing factors of a student's engagement might be too broad if there is no context limitation. In this study, the researchers analyzed some previous studies about student engagement in traditional (physical) classroom and online classroom settings and compared it with the researchers' observation in English online learning at one private school in Jakarta. Fredricks & McColskey (2012) mentioned the advantage of using observation methods to research engagement can provide detailed and informative descriptions of contextual factors of what happened in the classroom. Thus, in this section the researchers will discuss the contributing factors from some academic journals and compare it with the second practicum observation done by the researchers.

Factors which contribute to student's activeness and engagement from external and internal factors of the students. For external factors, Ali & Hassan (2018) divide three factors that

influence students' engagement in schools which are family factor, school factor, and peer factor. Family is a basic unit in society where they provide a learning environment, motivational support, and have a role in managing and monitoring their children's development. Not only that, parents' emotional involvement to support their children such as "praising their accomplishments, affirming their intelligence, and providing them with various opportunities and learning strategies" might help their children in school persevere through frustrations (Wang and Neihart, 2015 as cited in DeVito, 2016). Thus, family is considered as one of the major factors which influence student engagement in education. Moreover, in online learning, due to the pandemic, mostly the students learn from home and spend their time more with their family. However, each family background is unique. Not all families are ideal to give support to their children, therefore, the family factor is not the only one that influences student engagement in learning.

The next factor which contributes to student engagement is the school, including the teachers. School is an important factor because the school environment has a big impact on student participation, and creates a "sense of belonging" (Ali & Hassan, 2018). Some studies have shown that students who are absent less often, engage, and have high achievement are influenced by a positive school environment where they have a sense of purpose and community that leads them to be motivated academically (Capps, 2003). Not only that, school also shapes the character and unfolds the student's potential. In school, the teacher is the ambassador of the school and has a very important role to build student engagement in the classroom. Research done by Agustina (2019) discusses the specific factors influencing students' engagements such as the teacher's teaching method and support. In one English class, she observed at one school, the teachers used question-answer, dictation methods, and the teacher did not give interesting material and various teaching methods and media which led the students to not enjoy and engage with the lesson. Lastly, the last factor is peer. According to Golladay et.al as cited in (Lee, Song, & Hong, 2019) when students discuss the lesson with their peers and are motivated to learn, it leads them to become more successful in online learning. Therefore, peer is considered as one of the factors where it can lead students to be more engaged with the material.

METHODS

From a subjective standpoint, qualitative descriptive research generates data that describe the 'who, what, and where of events or experiences' (Kim, Sefcik, & Bradway, 2017). The researchers analyze from some previous studies about student engagement in traditional (physical) classroom and online classroom settings and compare it with the researchers' six weeks observation in English online learning at one private school in Jakarta. Fredricks & McColskey (2012) mentioned the advantage of using observation methods to research engagement can provide detailed and informative descriptions of contextual factors of what happened in the classroom.

The researchers used qualitative methods through classroom observation and personal field notes. These methods will be useful for the researchers to gain diversity of data throughout the implementation in light of the aim of research (Denzin & Lincoln, 2000). The researchers noted down particular events in the field notes during the implementation. Those phenomena are cross-checked with the theory the researchers found for this research. The teacher mentor where the researchers conducted implementation gave expert feedback pertaining to the process in general.

Then, the researchers informally and randomly asked several students as a means to obtain authentic feedback based on the implemented method. The gathered data from classroom observation with personal field notes will give researchers certain phenomena pertaining to the aim of research which lead to obtaining key results for data analysis through thematic analysis (Esterberg, 2022, Bryman, 2016, and Creswell & Creswell, 2018).

Respondents of the Research

This research was conducted for two months at a private school in Grade Eight (8A), Ten Science (X IPA), and Twelve (XII IPA) English Language Class. There were around twenty students with varied English abilities. The lesson was in bilingual delivery. The students as respondents joined Google Meet as the online learning platform. Also, *mentimeter.com* used as the ARS based on the aforementioned theory.

Research Variables

The research variables were the teacher's role in interactive online learning and Grade Ten students' online learning engagement with middle school students (Grade X).

Instruments

The researchers took certain phenomena into field notes during the implementation. That includes the observation and teaching reflection as supporting instruments during the implementation. Further, the behavior of the students before, during, and after the implementation. Also, particular actions made by the researchers during the implementation which exhibit the teacher's role in interactive learning process based on the theory.

Data Analysis Techniques

Prior to this step, the researchers went through the observation notes to locate certain patterns and progress on the implemented approach. The researchers classified the results with the obtained literature review as a means to have in-depth review on the research process (Bryman, 2016). Finally, the researchers reviewed carefully the connection between the research variables, issues, and results with the used strategy and research framework (Creswell & Creswell, 2018).

RESULTS AND DISCUSSION

During researchers' second practicum, in one of English classes on August 6th, 2020, the researchers tried to interact with the students during the lesson. One of the ways that the researchers did was asking about their opinion toward some statements that the researchers wrote, since the topic today is about opinion and thoughts. By doing that, it encourages students to create their thinking into sentences. Indeed, it is important for students to master communication skills so they can transfer their ideas and it can improve their engagement in the classroom.

Uniquely, few students who were active and talkative answered first, then followed by the ones who were usually passive in the class. Some notable responses were "*I think delivering our*

opinion is needed because it is how we can explore different statements from one another; Opinion is something that shows our view to a topic, but how to say this..., (one student jumped in and said – your thoughts?) Yes, I mean, my thoughts might be different than him or her, so, opinion is important to be said, for me”. Along the way, the researchers asked other students to contribute, *“thank you student x and y for sharing, how about others? What do you think student b? Do you agree on what they said?”*, *“yes, I agree because I have an opinion too and I want to say it and I want others to also share it. It is good to have different opinions”.* From those few phenomena, it can be inferred that the teacher’s role to facilitate interactive learning is crucial to embrace students’ engagement amidst their diverse personalities and perspectives within the online setting.

Then, the researchers used the *mentimeter.com*. The question was *“what do you think about online learning?”* the researchers asked an ‘easy’ question on purpose. The researchers want to encourage students’ participation, and express their opinion without feeling afraid, because it was an open question -there is no right or wrong answer. Some students said, *“I love online learning because I don’t have to rush in the morning to go to school. Just open your devices and you are ready; I don’t like online learning. It’s stressful for me because I used to meet my friends but not like now; online learning is sometimes both fun and stressful because I kinda feel happy for it but when assignments come, I lose my spirit to learn”.* The classroom was alive than before and the researchers found the benefit in involving students in the learning process interactively.

Not only that, for quite some time during the lesson, random students were being called by the researchers to read the PPT in order to make them ‘stay alert’ and follow the session from the beginning to the end. Some notable actions such as *“Student X, could you please read the text from my PPT? What do you think of Student Y about the text? What’s appealing from your standpoint?”* To hook some students, the researchers asked *“I think you have something to tell, isn’t it? Student G, do you find it fits with your feeling now after you read the text? Please explain”.* Giving questions to the students throughout the session will invite them to partake the learning and not withdraw their focus from the class.

Based on the researchers' Second Practicum, the students become more motivated and engaged with the lesson if the teacher has interaction with them. The researchers also tried to implement interactive teaching by asking them to tell their opinion toward the statement the researchers gave to them. If the teacher facilitates students to discuss openly, have exploratory conversation and tell that there may be no right or wrong answers, students can be less ‘afraid’ to answer and express their thoughts or even ask questions which shows their engagement with the material.

The researchers had applied concepts from the Community-Inquiry Framework mentioned before and those were applicable in online learning. It can be inferred from the results above how interaction happens between students and the teacher to the extent of classroom discussion. In synchronous learning, to apply interactive teaching, it is important for teachers to not only deliver material but interact with the students. It can be in a form of discussion, question-answer session, divide students into groups and ask them to discuss with their friends, ask about their prior knowledge before jumping into the content, ask them to give emoji or reaction in the chat columns whether they really understand what the teacher has explained. In asynchronous learning, teachers can make forum discussions, give timely feedback with the students, make a specific time when to reply to students' questions, or ask students to watch videos.

Teachers in implementing interactive teaching should consider the three elements of “The Community of Inquiry Theoretical Framework” such as teaching presence, cognitive presence, and social presence. Firstly, teaching presence emphasizes the teachers’ role to develop high-level cognitive and social engagement by designing, facilitating, and guiding students in the learning process. The teachers’ availability should be present by providing participation time (e.g., question, answer, comments, etc.) and a guided discussion. Then, the cognitive presence matters to help students in processing between personal thinking and knowledge. Teachers can select content or material for the students, help students to connect their ideas with the knowledge, give relevant and constructive feedback, and teachers can also give assignments to help students understand more with the material.

The last aspect, social presence has been described as the learning experience of the students socially and mentally; the ability of learners to communicate openly in a trusting environment (Garrison D., 2016). Teachers can have discussions with them about the learning progress, how they are, divide students into groups of people, ask students to work collaboratively with their friends, and build relationships with the students so teachers can know the students better. From this framework, the interactive teaching method covers all those elements and it fosters engagement, even if it is in online learning.

Hence, the benefits of interactive teaching are: (1) increase students engagement in learning, (2) enhance communication skills both for teachers and students, (2) teaches students to work in team (through collaborative work), (3) helps get rid of stress and the language barrier, (4) helps teacher to assess or to measure how well the class is learning that day.

CONCLUSION

The study has shown that interactive teaching with the teacher’s role as facilitator cultivates a supportive and collaborative learning climate in online learning. In light of that, the students’ engagement is essential in the teaching and learning process because it shows how motivated the students are, their desire to learn and it can help teachers to measure how far students understand the material. Interactive teaching method is needed to be implemented in online learning. As mentioned before, there are benefits by using interactive teaching methods. With Community Inquiry Framework which has 3 elements (teaching presence, cognitive presence, social presence), it can provide students with a deep and meaningful learning and encourage students to be more involved in the teaching and learning process.

Regarding the challenges, the teachers should continuously develop and upgrade their teaching skills and make sure the planned learning reaches the goal at the same time meeting the students’ needs (academic and emotional). The researchers found out how students have plenty of opportunities to be involved and they actually wanted to be involved in the learning process. Based on the data concluded above, the students can be as active as in the onsite learning if the teacher can facilitate the learning interactively. Researchers also realize and reflect that an interaction and relationship with students are important because from that relation, it can help students to experience the learning as much as they can regardless of the limitations of online learning. Further, teaching interactively fosters community-based learning where students feel the teacher is there to support their learning – not as a mere corrector for mistakes or grader for their study report card.

However, there were limitations of this research. First, this particular topic needs in-depth and breadth of resources from respondents in order to obtain a greater yet extensive outcome – concerning the dynamicity of online learning in certain areas. Second, the Second Practicum which researchers did was conducted only in six weeks at Jakarta. Therefore, there might be some biases in this writing, or things that cannot be generalized to all teaching and learning process situations. Lastly, there is only a little data used by the researcher because the observations done by the researcher mostly only discuss the same topic, which are student engagements during online learning.

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THE UTILIZATION OF JEOPARDYLABS: OCTALYSIS FRAMEWORK & EFL STUDENTS' ENGAGEMENT IN ONLINE LEARNING

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Abstract: Civilizations of mankind are integral with education along with its dynamicity caused by changes and challenges. The 21st century marks significant transformations through The Industrial Revolution 4.0. and specifically, by the COVID-19 pandemic. Such things bring major disruptions and numerous gaps within educational context. Whilst education should holistically equip the students to authentically apply their knowledge, the low-learning engagement becomes a critical issue. Students in online learning tend to withdraw from class discussion, opportunities to contribute (e.g., answer, question, respond), and even turn off their camera. Gradually, their well-being will be threatened and the purpose of education will fail. The research's purpose is to investigate JeopardyLabs utilization based on Octalysis Framework in augmenting EFL students' online learning engagement. The researchers found the significant result of increasing learning engagement throughout the implementation. The JeopardyLabs has Octalysis elements which helps the students to experience engaging learning experiences. Such drives were invented by Yu-Kai Chou which in general works as the driving force in leading people to think and act on something. Further, the teacher's role is crucial in pedagogy to bridge applied strategy with students' context for an effective learning. In conclusion, utilizing JeopardyLabs through Octalysis framework as a gamification approach has effectively augmented students' learning engagement in online learning. It helps the students to engage in cognitive, behavioral, and affective aspects. Other researchers are recommended to apply this within hybrid setup to different subjects and grade levels in a longer period to obtain extensive in-depth results.

Keywords: *gamification, octalysis, JeopardyLabs, online learning*

INTRODUCTION

Students' low engagement will gradually impact their growth of critical thinking, enduring understanding, academic achievement – to the extent of learning anxiety and withdrawal from the classroom community (Simamora, 2020; Arribathi et.al. 2021; Budiman et.al. 2021). Traditional education which focuses on content mastery regardless of students' well-being (Al-Khasawneh, 2010) – will cause an ineffective learning process. Further, students who are Generation Z experience rapid technology exposure (Singh & Danmei, 2018) should be considered as part of the solution. Hence, the researchers decided to investigate JeopardyLabs utilization based on Octalysis Framework in augmenting EFL students' online learning engagement.

Utilization of JeopardyLabs is one of the gamification strategies pertaining to students' learning engagement. Gamification means an approach or a strategy/method which engages & drives humans' desires, thoughts, and decisions to perform the expected outcomes (Chou, n.d.). Al-Azawi, Al-Faliti, & Al-Blushi (2016) believed that the gamification approach "influences people's natural desires for competition, achievement, recognition, and self-expression" (p.

133). According to Rutledge et.al. (2018), gamification concept establishes a room for students to express themselves in learning which invokes motivation to achieve better results. The competitive atmosphere which elaborates elements, mechanics, and systems of gaming such as rewards (e.g., badges, credits, ranks, etc.) along with immediate feedback in learning process will foster their learning engagement (Kim, 2015; Al-Azawi, Al-Faliti, & Al-Blushi, 2016; Pratomo, 2018). Then, Goscu & Cagda (2016) found how emotional engagement from gamified learning goes simultaneously with cognitive and behavioral engagement which helps students to achieve greater learning outcome. JeopardyLabs in general consists of the aforementioned gamification elements which further will be investigated.

Furthermore, JeopardyLabs utilization is intertwined with Octalysis framework. Chou (2014) coined a term 'Octalysis' – meaning the 'eight core drives' as the driving framework which intrinsically and extrinsically motivated humans to act for one's desired outcomes. Those core drives are "Epic Meaning & Calling; Development & Accomplishment; Empowerment of Creativity & Feedback; Ownership & Possession; Social Influence & Relatedness; Scarcity & Impatience; Unpredictability & Curiosity; Loss & Avoidance" (Chou, 2014). Essentially, Octalysis framework is a Human-Focused Design (as opposed to "function-focused design") (Chou, n.d.). It emphasizes the humane aspect as the foundation of thoughts in exploring and developing new strategies pertaining to the Octalysis framework. In light of research's context, JeopardyLabs has Octalysis framework which is deemed as a down-to-earth pedagogical-digital approach in enhancing students' engagement.

The urgency of this research lies in the crisis of learning engagement. It is crucial towards students' overall learning experience and achievement. Learning engagement refers to students' willingness to be involved throughout the learning process for achieving academic success to the extent of self-efficacy (Gray & DiLoreto, 2016). Further, students who are engaged in learning can be seen from their motivation and behavior to experience effective learning process (Learning Engagement, n.d.). Online learning in the long run caused students' loss both in engagement and academic achievement (Engzell, Frey, & Mark, 2021). Further, Minister of Education, Nadiem Anwar Makarim emphasized the critical state of learning loss due to online learning (Kompas, 2021). Providing the opportunities for students to actively contribute their capabilities and ideas both in groups and individually will effectively improve learning engagement to the extent of being productive academically and socially (Park et. al., 2011; Muniroh, 2015).

Throughout the ages, civilizations' existence is integral with education and its dynamicity. Industrial Revolution 4.0., led mankind into the new era of disruption where there is massive digitalization in various aspects of life (Schwab, 2016). Education through school equips students holistically to live out their knowledge inside out the school in present and future; ultimately in real life for greater community (Wolterstorff, 2014). Here, the implementation of JeopardyLabs with Octalysis framework is necessary in bridging the gap that happens in this current context.

There are some aspects pertaining to the students' learning engagement. Firstly, the students as Generation Z are digital natives and technology savvy who have a shorter attention span, and also seek immediate feedback (Stables & Gordon, 2018). Sidorcuka & Chesnovicka (2017) found how Generation Z kids can function simultaneously in both virtual and real worlds which lead them to be more interactive. Moreover, the current context of students' learning during the research period is online. Therefore, students will have greater learning engagement if the

learning process itself involves technology and the teacher has proper digital literacy in utilizing available technology. In fact, the researchers observed that students mostly said “*I didn’t know, I forgot, sorry, and I missed the point*” without asking the teacher in the first place. It serves as strong evidence on how generation Z students experienced low engagement and learning loss.

Secondly, students throughout implementation processes are adolescents. According to Curtis (2015), the adolescent is ranged from 14 to 17 years old who experiences transitions such as pubertal, social, and educational to "upper secondary education" (p. 25). Cognitively, adolescents have growing "synapses" as brain cells that help them to learn and grasp new information or skills faster, store more information, and have stronger connections of information with application to apply in daily life (U.S. Department of Health and Human Services, p. 7-8). As a result, they can perform "hypothetical-deductive reasoning" to hypothesize new ideas or concepts according to possible logical consequences to occur (Lally & Valentine-French, 2019, p. 225). Adolescents can think further and deeper on abstract things to develop metacognition, consequently improving their learning process, problem-solving, reflective, and critical thinking (Lally & Valentine-French, 2019; U.S. Department of Health and Human Services, 2018). Hence, students in this period will have a greater cognitive engagement to achieve at their best academically. Through the given opportunities from the chosen strategy, it is expected they will develop their rational capacity and perform better academically, resulting in greater engagement to the lesson.

Further, emotionally, students as adolescents experience an "increasing emotional range" and "developing self-regulatory system" (Curtis, 2015, p. 27). The frontal lobe in their brain has significantly developed that helps them to describe "strong and complex emotions" and "examine emotions" before they act or behave (U.S. Department of Health and Human Services, p. 14). In particular, the teacher's guidance plays a crucial role in guiding their emotional development (Lally & Valentine-French, 2019). Teachers should notice on the students' significant grow of their characters as persons and learners during this period. (Priska, 2020) Students who are emotionally engaged with the learning process will academically perform better and have a well-being life as they experience psycho-social growth (Parsons, Richey, & Parsons, 2014). Further, teachers who are not emotionally supportive will lead the students to disengage the learning and feel alienated, which can harm them academically and mentally in the long run (Brass, McKellar, North, & Ryan, 2019). It can be inferred that affective engagement serves as the critical point of learning engagement. Affective engagement majorly impacts cognitive engagement to the extent of behavioral engagement that relates to how students participate throughout the learning process.

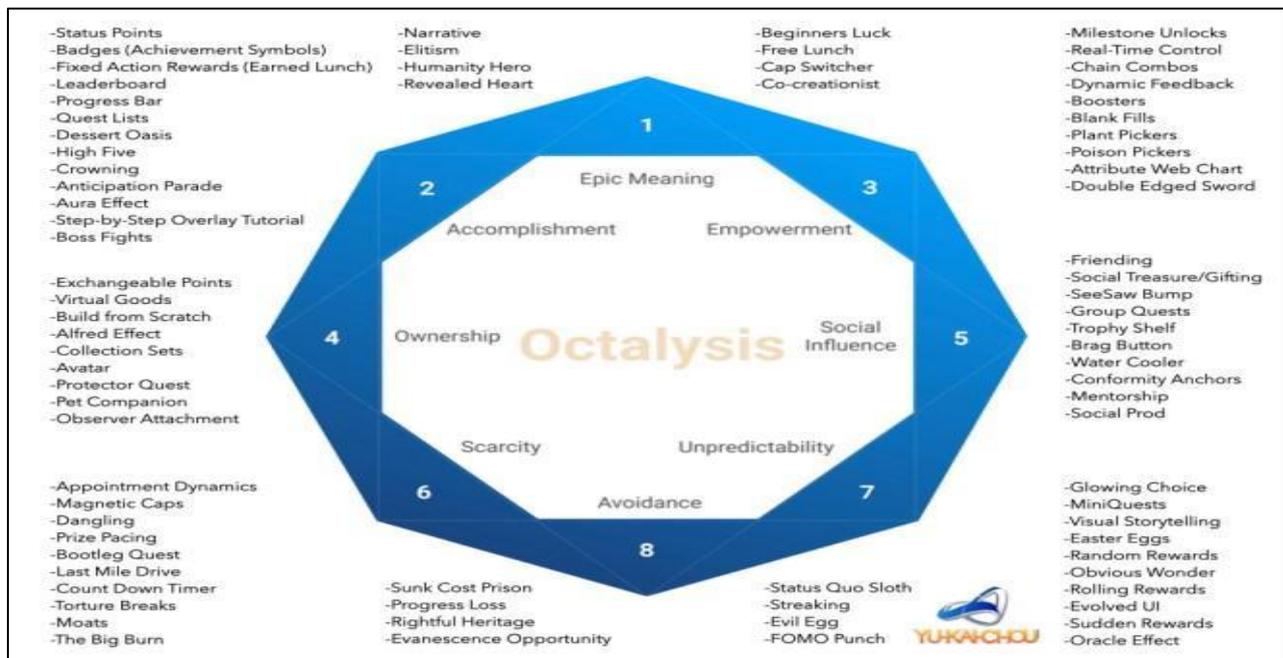


Figure 1. Octalysis Framework (Chou, Y., n.d.)

In summary, students' learning engagement is crucial to be investigated especially during online learning. Some factors affect students' engagement in learning like the characteristics of the students as Generation Z, cognitive, and emotional development. Understanding these factors are essential for the researcher in implementing JeopardyLabs with Octalysis framework effectively.

METHODS

The researchers chose a qualitative method by observing the class throughout the implementation. According to Denzin & Lincoln (2000), such a method leads researchers to creatively reach the aim of research through varied ways of processes. As per Esterberg (2002), the researchers began to analyze the field notes, identify patterns or certain phenomena throughout the implementation, and lastly determine key results as a means for data analysis. Based on the aforescribed method and research model from Bryman (2016) and Creswell & Creswell (2018), the researchers implemented thematic analysis.

These following steps are used to gather the data before the researcher does some data analysis.

1. List down the phenomenon in the observation notes.
2. The researcher wrote some field notes and check with the theory which is related with the notes.
3. The teacher mentor as the classroom expert wrote some feedback regarding the given treatment.
4. There were some informal interviews to the classroom participant in the way to get any particular feedback based on the activity given.
5. The researcher starts to analysis the notes, feedback, and interview sheet with some theories as the data foundation.

Respondents of the Research

This research was conducted for a month at a private school in Grade 9 English Language Acquisition class. The twenty-one students have diverse English proficiency levels and nationalities. The lesson was delivered in full English. The chosen approach was implemented during the second month of the new academic year with an online learning setup through Zoom. The researchers chose JeopardyLabs as the selected gamification tool.

Research Variables

The research variables were the students' learning engagement through their participation in the class.

Instruments

The researchers used field notes to gather real-time evidence of the ongoing implementation of gamification approach. There are some elements in the notes such as classroom setting, background of the lesson with the students, and the reflection on the implementation of gamification.

Data Analysis Techniques

Preceding data analysis, the researchers went through the field notes thoroughly. Along the way, the researchers took note of certain phenomena and grouped them based on the Octalysis framework model by Yu-kai Chou (Bryman, 2016). Finally, the researchers thoroughly reviewed the relations between the issue of the research by elaborating the scope and research framework (Bryman, 2016; Creswell & Creswell, 2018).

RESULTS AND DISCUSSIONS

The researchers implemented JeopardyLabs at the beginning of the class to hook students' attention to the upcoming lesson. The students were divided in groups of four to five into breakout rooms. Then, they have 10 minutes to review the lesson as a group. There are rules applied:

1. 10 seconds to choose the mystery box.
2. 1 minute time to answer each question.
3. The students in a group can discuss through Zoom chat while others who are not in their turn are forbidden to use it.
4. In the count of three, other groups can interrupt to answer by using 'raised hand' emoji.
5. Three wrong attempts from all groups to answer will result in the annulment of the question.
6. Half-true answer will get half of the points.

During the class, the students were very active in contributing the answers and looking for the opportunities to gain more scores. Even though the researcher did not mention the price. Still, the students were excited to join. Every time the student answered, the researchers clicked the

box to reveal the correct answer. Hence, they received instant feedback such as points and right answers.

	Mystery Box 1	Mystery Box 2	Mystery Box 3	Mystery Box 4	Mystery Box 5	
	100	100	100	100	100	
	200	200	200	200	200	
	300	300	300	300	300	
	400	400	400	400	400	
	500	500	500	500	500	
M E N U	Team 1 0 + -	Team 2 0 + -	Team 3 0 + -	Team 4 0 + -	Team 5 0 + -	Team 6 0 + -

Figure 2. JeopardyLabs User Interface

Along the way, the researcher explains the answer with some students giving follow up questions. Interestingly, there were up to three students from phase one and two English level who dared to give answers even though one of them gave in through Zoom private chat. Here, the teacher’s role is to establish an interactive climate. Haeley (2019) mentioned the teacher’s role is important to elaborate students’ context with the gamified elements in learning to hook their attention and at the end the active-collaborative culture can be established. It can be inferred the students were motivated to explore the lesson with more depth and breadth. Such demeanor proves to be productive as students aim for greater results – align with Al-Azawi et. al. (2016) & Papp (2017).

Further, all students open their camera throughout the lesson during and after the implementation. When the researcher delivered the lesson, they were actively participating on the chat or sometimes raised their hand virtually. It can be seen that the students enjoyed the lesson compared to before without gamification strategy. Back to Rahman et. al. (2018) research which implied a sense of joy earned after they were posed with opportunities to compete for better results. In relation to engagement, students are engaged cognitively, behaviorally, and emotionally by this strategy. Finally, the afordescribed results exhibit JeopardyLabs enhanced students’ involvement in online learning.

Beside is the Octalysis framework edited by one of the researchers in adaptation to Yu-kai Chou as the results of JeopardyLabs implementation.

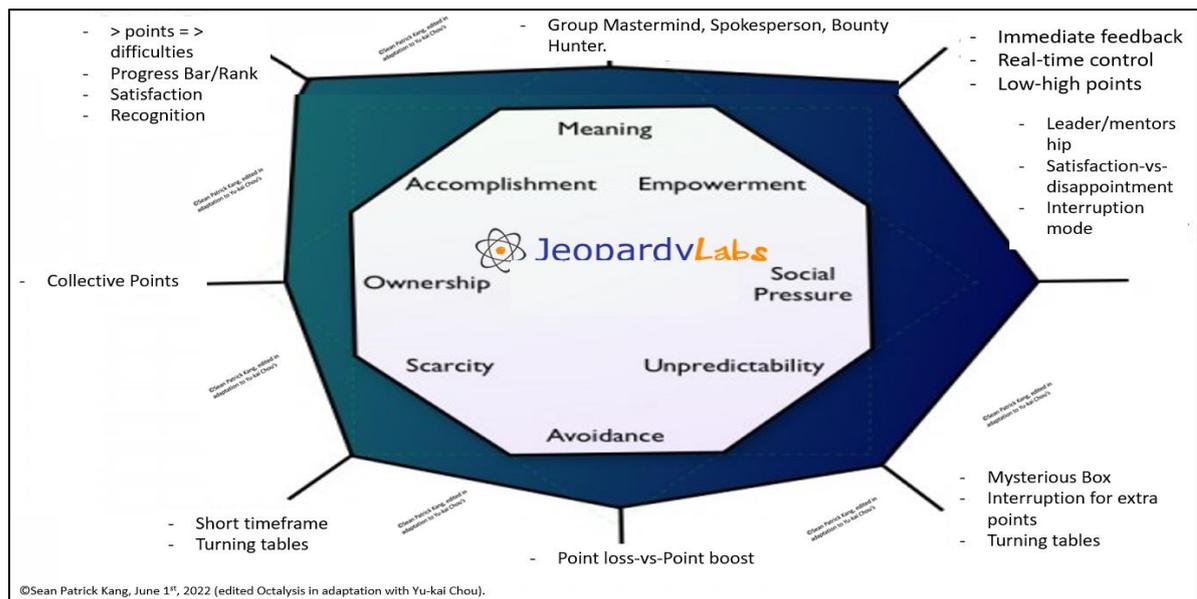


Figure 3. Edited by Sean Patrick Kang, in adaptation to Yu-kai Chou's Octalysis)

In light of Octalysis framework, JeopardyLabs (adjusted by the researcher's rules) has these elements:

1. Meaning (group mastermind, spokesperson, bounty hunter)

Each student in the group is called to bring the group to win JeopardyLabs by scoring as much as they can. Members in the group have their role as the mastermind (rich of knowledge to answer) or spokesperson (dare to speak up the answer or lead the discussion), and even a bounty hunter (score more points for the groups' winning streak, choose the mystery box or suggest high or low points to sustain their progress). With such meaning each student perceives to lead them to engage the learning by trying hard to contribute as best as they can and utilize their resources (e.g., notes, schema, etc.) to give the correct answer. Each student has their own role adjusted with other members to achieve victory (e.g., convincing others to choose higher points, giving answers, or encouraging others to be involved, etc.).

Based on the researchers' field notes, in general, the high achiever students in the group will take the leadership role to choose and answer the mystery box. The researchers went to each breakout room and specifically noted that such students said, "Okay, we need to win this. Let's take average to high points as long as we can win this game." The students seemed enthusiastic about the learning as they gave their best effort to achieve greater by learning and collaborating better.

During the game, several group members help to probe the question by giving clues or information they have on the Zoom chat. One of the documented responses was "oh, I think it's on my notes page 3, let me check it!" All students in the group take part to fill the positions needed in order to work efficiently. Students enjoyed and cheered during the game. It can be inferred JeopardyLabs reinforces students' behavioral engagement to take part in learning for the group's best result.

2. Accomplishment (higher points = difficulties, progress bar, satisfaction, recognition)

JeopardyLabs provides mystery boxes with different levels of difficulties and points. Higher difficulty equals higher points to get. Here comes the ‘challenge’ for each group to decide whether to play safe with lower points and difficulty or play brave with higher points and difficulty. Definitely, both options provide two spectrums of satisfaction or disappointment which reinforces the students to work at their best – connected with the description above. Besides, the ones who score more or give persistent performance will gain recognition from group members and even class mates.

Based on the observation, in addition to the limited time frame given by the researchers, the students in particular had small arguments to decide which mystery box to choose. The researchers noted, *“No! Don’t take big points or else if we can’t answer it, other groups will get it from us!”* Uniquely, the high-achiever students persuade the group to get the difficult ones to sustain their leading points while low-achiever students tend to play safe. Such responses, *“I think let’s take the bigger ones to chase our left behind, don’t worry I’ll help to answer”* – *“No, don’t do that, we will just give away points to others if we can’t answer it. Just get the medium points.”*

It can be inferred that students are emotionally engaged as they care for the achievements they will gain or lose. Cognitively, they were invited to develop critical thinking in facing options and upcoming issues pertaining to their achievement as a group. Also, to prepare for harder questions as if they choose higher points. It can be inferred this goes simultaneously during the process.

3. Empowerment (immediate feedback, real-time control, low-high points)

As per the description above, successful answers will boost the students’ satisfaction and confidence to accept more challenges. The interface of different points (low-high) poses students to creatively find the pattern in both play brave or safe – as a means to sustain their performance. Further, the researchers fully-packed the JeopardyLabs boxes with the content learned throughout the class. Higher rigor of the content breeds higher points to get. Also, the researchers give limited time to answer. Hence, this empowers students’ engagement to attentively learn the subject as their learned knowledge will be rewarded with others’ appreciation in the group (e.g., praise, recognition, etc.) which to some extent fosters internal motivation to learn better.

Some of the noted expressions were, *“oh yeah, glad that we have you in our group, we win!”*; *“he is answering almost all answers for our group, unbelievable!”*; *“she has that feeling, I dunno, how come she can choose each box precisely to answer without losing points.”*

The researchers noted how this element reinforces students’ emotional and behavioral engagement in learning that is not all about individual effort. But also, teamwork. Students learn how to be responsible in learning and try their best instead of ignoring the learning process. Students’ well-being is also impacted through this element as it gives a space for students to self-actualize themselves in a real-time situation - where things they grasp matter for the group’s success. This clearly helps students to attentively follow the lesson.

4. Ownership (collective points)

However, JeopardyLabs does not have personal ownership/possession aside from points and ranks. Still, based on the observation, students feel ownership of the points they achieved. Especially after answering the most difficult mystery box with higher points. In the implementation, each group feels collective ownership on the points they achieve together. Ownership in learning relates with students' affective aspect. Achievements of points gain students' confidence in learning. However, the teacher should also embrace the low-achiever groups to stay involved by modifying the game - in a way that is fair. The teacher's role is essential in maintaining students' emotional condition throughout the implementation.

5. Social Influence/Pressure (leadership/mentorship, satisfaction vs disappointment, interruption mode)

As the students were in groups during the implementation, teamwork happened under pressure of time and options. As per the description above, the high-achiever students have stronger influence in leading the group to choose the mysterious box. Whilst if they failed to get the points, they felt a pressure burden upon them.

The researchers found out one of the students' responses after the class when she felt sorry for her choice, "*Mr. Sean, I felt so bad after I chose the question and failed to answer it, especially because no one in the group also couldn't answer. I made my group step behind others*". Whilst other groups with highest points felt enjoyment in bringing his/her group to a success. This element has emotional engagement in particular through social dynamicity throughout the gamified learning. Students feel the burden and need to keep the group with the pace of other groups as well. They paid attention to possible ways to help their group to succeed.

6. Scarcity (short-time, turning table)

Students in the JeopardyLabs game have a short period of time to brainstorm and decide on the box to answer. Further, if a group fails to answer, the members feel anxious if their position will be overcome by other groups. This can be seen from the groups' reactions if one group cannot answer the mysterious box. Others are impatiently waiting for the interruption session to grab the chance to answer.

In particular this relates to students' emotional engagement to keep up with the session even though they were in passive mode - waiting for their friends to answer. Cognitively, they tried to think of possible questions to come and possible answers they can provide. With that in mind, students were attentive during the session.

Some noted expressions were, "*please, please, let us answer Mr. Sean!*"; "*I hope we can get this from them, I really know the answer!*"; "*hurry up, come on, we know the answer!*"

7. Unpredictability (mysterious box, interruption for extra points, turning tables)

One key aspect of JeopardyLabs is its unpredictability of the coming questions based on the points given to certain boxes. Though it's been generally known since the first place by the students that the higher point of a box hides a more difficult question. Further, it is unpredictable whether group(s) who are/were left-behind can catch up to

other groups by answering high-stake mysterious boxes correctly or through interruption mode.

Based on the observation, the group members were divided into two factions aiming for higher points and lower points. They played with wild guess and luck to the box – which ultimately counted on their high-achiever friend(s) to answer. Further, the researchers noticed from the Zoom chat that random students hoped for the current group to not be able to answer – as a means for them to steal the point by answering it. Interruption features made by the researchers provided a more unpredictability aspect of JeopardyLabs. This makes students stay engaged (cognitive, affective, and behavior) throughout the game and prepare for their best to give the best answer. Some even prepared notes and wrote things on those to ensure their group scored the answer.

8. Loss & Avoidance (point loss vs boost)

This drive in particular has its significance throughout the implementation. Groups who were left-behind can overcome groups above them as if they dare to take higher points with higher risk of losing points. They were faced with the option to act out of the box or lose the game. Further, each group member has anxiety to lose chance and point whenever they decide to choose a mysterious box. There's an anxiety for other groups to take their opportunity to answer if they failed to answer. This made each group try hard to give their best answer as the researchers did not give limitations on how many attempts they can do as long as it fits the given time frame. Further, each group will try hard to sustain their answer streaks in order to keep the points up. The aforescribed details show how this element contributes to students' emotional engagement as they eagerly keep the learning process at their best by giving their efforts. This trains students to have strong determination to strive for excellence in the learning process and even more they care about the outcome of the lesson.

Gradually since the first day of JeopardyLabs implementation, the number of students who came earlier, submitted early tasks, and asked follow-up questions for the given assignments has increased. This aligns with the finding from Nieto-Escamez & Roldán-Tapia (2021). Such an approach ignites students' motivation to learn more as they are cognizant on things to achieve through every assignment they work on.

The descriptions on the Octalysis framework instilled in JeopardyLabs proved to engage students in learning. Such an approach poses students with a new variation of learning opportunity which involves themselves – in a way – voluntarily to be part of the journey to achieve number one as a group. Hence, the students are motivated to achieve more at their best that results in an increasing learning engagement.

The researchers throughout the implementation also used the opportunity to check for understanding after opening each mysterious box. Here, the students were given time to give follow up questions or answers for further clarifications or discussions. The researchers saw the students opened their notes (digitally/conventionally on books) and fixed their wrong notes or added new facts. It is clear that the students were engaged meaningfully as they clarify misunderstandings or misconceptions beforehand. This leads the students to meaningfully grasp the concept and connect it with their current understanding. At some point, this related with Göksün & Gürsoy (2019) who found the students are motivated to aim for greater achievements after having such gamified learning sessions.

Despite the successful Octalysis framework in JeopardyLabs, the researchers noted the crucial role of the teacher as a facilitator to bridge such methods with the students' context. Gamification, pedagogy, and teacher's role go hand-in-hand. The students as human beings should be treated with love – in a way caring until how far they have learned the lesson with encouragement along the way. Further, to ensure equality and equity are established throughout the lesson. As per the observation throughout the implementation, the researchers encouraged everyone to take part and especially the low-achievers to have a chance to lead group discussion in choosing a mysterious box. Hence, a supportive learning climate can be established with the effective implementation of this framework.

CONCLUSION

The implementation of JeopardyLabs as a gamification approach was quite effective in augmenting the students' learning engagement in online learning. The Octalysis framework as per the analysis from JeopardyLabs engages students cognitively, behaviorally, and effectively. The researchers would like to highlight that such learning engagement takes time to develop. Here, the role of the teacher is crucially important to sustain students' interest with the subject. This approach is one of the solutions to augment students' learning engagement in an enjoyable yet serious way. Further, the background knowledge of the teacher towards the students is important. Specially to update the students' current condition during online learning. The teacher and aforementioned approach work simultaneously and cannot be separated.

Basic pedagogical elements should not be neglected during implementing such a framework (e.g., check for understanding, content area literacy, rigor of the materials, etc.). The teachers who will use this approach should think of sustainability in light of students' learning engagement. Creativity and more in-depth exploration of the gamification approach is highly advisable. Further, to concern students' development of critical thinking in light of the curriculum context. Also, to always stick with the purpose of the lesson for the students to apply their learned knowledge in real-world transfer. Gamification approach is the bridge for the teachers and students to achieve such an effective teaching and learning environment.

Recommendation

The researchers recommended further implementation of JeopardyLabs in a hybrid setup to compare the effectiveness of the approach. Collaboration with other teachers from different disciplines with extended research instruments is recommended to obtain a breadth of results in implementing the framework. The goal is to improve current teaching methods in light of the students' context and content area literacy. Further, to have a broader scope of the students and subjects along with a longer time frame of implementation. The purpose is to observe the connection and difference between the gamification approach with the students' perception on the subject or grades. Hence, the results can be more comprehensive and systematic in looking at the effectiveness of gamification approaches towards students' learning engagement.

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BIO STATEMENT

Sean Patrick Kang, S.Pd., B.Ed., born in Jakarta, 1st December, settled in Bandung in 2020. An independent English researcher and educator who is passionate in professional educational technology research and development. Active in Indonesian Extensive Reading Association (IERA) and Indonesia Technology Enhanced Language Learning (iTELL). Specifically interested in gamification in language learning through the use of Octalysis Framework. A guest speaker on a webinar by Xavier University Ateneo de Cagayan on English Language Teaching during the Globalization Era. Looking forward to having in-depth research on the UTAUT framework in relation to language learning or professional development research. For further inquiries, contact through seanpatrickkang@gmail.com

Wiputra Cendana, B.Sc., M.Pd., born in Bandar Lampung, 8th December, settled in Tangerang since 2018. A Teachers College Primary Teacher Education Universitas Pelita Harapan whom received Master of Education in School Leadership. Further contact through this e-mail: wiputra.cendana@uph.edu and phone number 085739919999.

TENTATIVE PROGRAMME

The Thirteenth Annual International Symposium of Foreign Language Learning (The 13th AISOFOLL) “Keeping up with the New Trends in Language Teaching”

27—28 October 2022
Jakarta, Indonesia

Tentative Programme (online)

Time (GMT+7)	Agenda
Day 1: Thursday, 27 October 2022	
09.00–09.30 a.m.	Online Registration
09.30–09.45 a.m.	Opening Ceremony
	Anthem of Indonesia “Indonesia Raya”
	SEAMEO Colours
	SEAMEO Theme Song
09.45–10.00 a.m.	Welcoming Remarks by Acting Director of SEAMEO QITEP in Language
10.00–10.15 a.m.	Opening Remarks by Director of SEAMEO Secretariat
10.15–10.30 a.m.	Break
10.30 a.m.– 12.30 p.m.	1st Plenary Session 1. Meaningful Assessment for the Language Classroom: Advances and Challenges in the Modern Era <i>Professor John M. Norris</i> Educational Testing Service, Japan 2. New Trends in the Field of Materials Development <i>Professor Nigel Harwood</i> The University of Sheffield, United Kingdom 3. Online Learning: The Trends and Future Predictions <i>Dr Gumawang Jati</i> i-TELL, Indonesia 4. Question and Answer Session Moderator <i>Mungkap Mangapul Siahaan</i> Rapporteur <i>Susi Fauziah</i>
12.30–01.15 p.m.	Lunch Break
01.15–02.45 p.m.	1st Parallel Session Room 1 1. Differentiated Teaching Approach in Aesthetic and Efferent Reading Comprehension Activity <i>Erni Yulianti</i> SMAN 1 Pangkalpinang, Bangka Belitung, Indonesia

2. The Reflection of Self-Regulated Learning among Students in Writing Recount Text

Firdha Akhdania Kamilah

Independent English Educator and Researcher, Indonesia

3. Differentiated Instruction in Teaching English in Grade 7

Jovit D. Comon

Sambulawan National High School, Sambulawan, El Salvador City, the Philippines

4. Question and Answer Session

Moderator

Anis Handayani

Rapporteur

Rina Dwiyanana

Room 2

1. Teacher's Role in Interactively Teaching English Online for Middle School students

¹⁾Sandra Leuwina Wibowo and ²⁾Sean Patrick Kang

¹⁾Sekolah Dian Harapan, Bogor, Indonesia & ²⁾Independent English Educator and Researcher, Bandung, Indonesia

2. Scrutinizing Digital Learning and Teaching Capabilities of the Pre-service English Teachers at the TELL Course

Nia Kurniawati

Universitas Negeri Jakarta, Jakarta, Indonesia

3. EFL Teachers' Practices and Challenges on the Present Curriculum in Indonesia

Dr Lulu Laela Amalia

Universitas Pendidikan Indonesia, Bandung, Indonesia

4. Question and Answer Session

Moderator

Entusiastik

Rapporteur

Triasuci Putri Ramadhanty

Room 3

1. An Error Analysis on Students' Instagram Caption Writing

¹⁾Christine Permata Sari and ²⁾Maria Evita Sari

¹⁾Mae Fah Luang University, Thailand & ²⁾Tunas Bangsa Christian School, Indonesia

2. The Implementation of the BIG6 in Teaching Students' Reading and Information Literacy

	<p><i>Rizka Hartati</i> SMKN 1 Empat Lawang, Empat Lawang, Indonesia</p> <p>3. Learning to Write Scientific Works with Guided Writing Strategy (GWS) as an Effort to Improve Scientific Indonesian Language (BIK) in University <i>Robby Cahyadi</i> Universitas Negeri Malang, Malang, Indonesia</p> <p>4. Question and Answer Session</p> <p>Moderator <i>Isriani Hardini, PhD</i></p> <p>Rapporteur <i>Hasanatul Hamidah</i></p> <p>Room 4</p> <p>1. MIKiR Strategy Elevates Students' Higher Order Thinking Skills in Writing Descriptive Text at Class VII-C MTsN 6 Pasuruan <i>Eka Sugeng Ariadi</i> MAN 1 Pasuruan, Pasuruan, Indonesia</p> <p>2. REACT Strategy to Implement High-Order Thinking Skills in Writing Discussion Texts <i>Faiqotur Rosidah</i> SMPN 3 Peterongan, Jombang, Indonesia</p> <p>3. Improving the Competence of Comprehending Narrative Text and Creative Thinking Skill through ARPA <i>Gusti Wildayani</i> SMPN 1 Martapura, Banjar, Indonesia</p> <p>4. Question and Answer Session</p> <p>Moderator <i>Dr Ni Luh Putu Sri Adnyani</i></p> <p>Rapporteur <i>Limala Ratni Sri Kharismati</i></p>
End of Day 1	
Day 2: Friday, 28 October 2022	
07.15–07.45 a.m.	Online Registration
07.45–09.45 a.m.	<p>2nd Plenary Session</p> <p>1. Sociocultural Theory and L2 Developmental Education <i>Dr Matthew E. Poehner</i> Pennsylvania State University, United States of America</p>

	<p>2. Language Learning today: Where is Technology Leading Us? What does It Mean for Foreign Language Teachers? <i>Professor Robert Godwin-Jones</i> Virginia Commonwealth University, United States of America</p> <p>3. Potentials and Challenges in Analyzing Learning Behaviors in a Post-Covid 19 Online Education Paradigm <i>Dr Yuichi ONO</i> University of Tsukuba, Japan</p> <p>4. Current Issues of Teaching English to Students of Special Needs in Inclusive Classroom <i>Prof. Dr Ni Nyoman Padmadewi</i> Universitas Pendidikan Ganesha, Indonesia</p> <p>5. Question and Answer Session</p> <p>Moderator <i>Dr Lulu Laela Amalia</i></p> <p>Rapporteur <i>Talitha Ardelia Syifa Rabbani</i></p>
09.45–09.55 a.m.	Break
09.55–11.00 a.m.	<p>2nd Parallel Session</p> <p>Room 1</p> <p>1. The Presence of Reader Engagement in Argumentative Essays: Does It Affect the Writing Score? ¹⁾<i>Anis Handayani and</i> ²⁾<i>Agustina Tyarakanita</i> ^{1) 2)}Universitas Sebelas Maret, Surakarta, Indonesia</p> <p>2. A Classroom Action Research: Using Mentimeter to Enhance Students' Engagement in ELT <i>Elys Putri Karismawati</i> Universitas Sebelas Maret, Surakarta, Indonesia</p> <p>3. The Utilization of Jeopardylabs: Octalysis Framework & EFL Students' Engagement in Online Learning ¹⁾<i>Sean Patrick Kang and</i> ²⁾<i>Wiputra Cendana</i> ¹⁾Independent English Educator and Researcher, Bandung, Indonesia & ²⁾Universitas Pelita Harapan, Tangerang, Indonesia</p> <p>4. Question and Answer Session</p> <p>Moderator <i>Nia Kurniawati</i></p> <p>Rapporteur <i>Rina Dwiyana</i></p>

Room 2

1. A Look into Dialogs in an Indonesian ELT Coursebook

Entusiastik

Universitas Islam Kadiri, Kediri, Indonesia

2. Using Problem Based Learning Approach in SIAKAD Web-Based System to Enhance Writing Ability of University Students

¹⁾Mungkap Mangapul Siahaan, ²⁾Jumaria Sirait and ³⁾Rudiarman Purba

^{1) 2) 3)}Universitas HKBP Nommensen Pematangsiantar, Pematangsiantar, Indonesia

3. Processability Theory and Developmentally Moderated Focus on Form Instruction in Indonesian Kindergarten EFL Program

¹⁾Isriani Hardini, PhD, ²⁾Satomi Kawaguchi, ³⁾Bruno Di Biase and ⁴⁾Carol Reid

¹⁾UIN K.H. Abdurrahman Wahid, Pekalongan, Indonesia & ²⁾³⁾⁴⁾Western Sydney University, Australia

4. Question and Answer Session

Moderator

Firdha Akhdania Kamilah

Rapporteur

Reski Alam Gasalba

Room 3

1. Developing Sign Language Android Mobile Application 'Letsign' for Deaf and Hard Hearing Children

¹⁾Dr Ni Luh Putu Sri Adnyani, ²⁾Ni Made Rai Wisudariani, ³⁾Gede Aditra Pradnyana, ⁴⁾Putu Wiraningsih and ⁵⁾Gede Tegar Kriswinardi

^{1) 2) 3) 4) 5)}Universitas Pendidikan Ganesha, Singaraja, Indonesia

2. Pengaplikasian Media Audiovisual dalam Pembelajaran Kosakata Bahasa Jerman

Tarida Alvina Simanjuntak

Universitas HKBP Nommensen Pematangsiantar, Pematangsiantar, Indonesia

3. Development of Japanese Language Learning Media Android Application based on Mobile Assisted Language Learning

¹⁾Ayu Putri Seruni and ²⁾Rita Agustina Karnawati

	<p>^{1) 2)}Universitas Muhammadiyah Prof. DR. Hamka, Jakarta, Indonesia</p> <p>4. Question and Answer Session</p> <p>Moderator <i>Christine Permata Sari</i></p> <p>Rapporteur <i>Hasanatul Hamidah</i></p> <p>Room 4</p> <p>1. Pendapat Siswa mengenai Penggunaan "LearningApps.org" sebagai Media Pembelajaran pada Pelajaran Bahasa Jerman <i>Herman Syahputra</i> SMAN 2 Torgamba, Kota Pinang, Indonesia</p> <p>2. A Study on Undergraduate EFL Students' Learning Strategies during the Covid-19 Pandemic <i>¹⁾Mughits Rifai and ²⁾Professor Nenden Sri Lengkanawati</i> <i>^{1) 2)}Universitas Pendidikan Indonesia, Bandung, Indonesia</i></p> <p>3. Question and Answer Session</p> <p>Moderator <i>Eka Sugeng Ariadi</i></p> <p>Rapporteur <i>Limala Ratni Sri Kharismawati</i></p>
11.00–11.10 a.m.	Preparation for Closing Ceremony
11.10–11.20 a.m.	Executive Summary by Deputy Director for Programme of SEAMEO QITEP in Language
11.20–11.30 a.m.	Closing by Acting Director of SEAMEO QITEP in Language



PRIORITISING LANGUAGES, ADVANCING EDUCATION

VISION

A Centre of professional excellence in the innovation of language education development within the framework of sustainable development in the region

MISSION

To provide quality programmes of professional excellence for language teachers through learning resources development, research and development, capacity building and networking

GOALS

To improve the quality of language teachers through the learning resources development, capacity building as well as research and development

To maintain and strengthen extensive networks among SEAMEO Member Countries focused on the innovation of language education development

CORE VALUES

Innovative spirit
Commitment towards quality
Cooperation
Customer satisfaction



Southeast Asian Ministers of Education Organization (SEAMEO)
Regional Centre for Quality Improvement for Teachers and
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