The Proceeding of Indonesian English Lecturers Association's 2nd Hybrid International Conference

Global Trends in English Language Pedagogy

NAVIGATING NEW HORIZONS

Prof. Dr. Daniel Ginting | Wuryani Hartanto | Alfia Sari
Yuliana A | Fitria Nur Hamidah | Kartika Marta Budiana
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FOREWORD

In the rapidly evolving landscape of global education, the imperative to adapt and innovate in English language pedagogy has never been more pronounced. It is with great pride and anticipation that I introduce "The Proceedings of the Indonesian English Lecturers Association's 2nd Hybrid International Conference," a compendium of scholarly works that reflect the dynamic and diverse approaches to English language teaching and learning.

This year's theme, "Global Trends in English Language Pedagogy: Navigating New Horizons," aptly captures the spirit of exploration and adaptation that defines our current educational milieu. The articles featured in this proceeding underscore the multifaceted nature of English language education, from the integration of local culture to the adoption of cutting-edge digital tools, from fostering cross-cultural competencies to enhancing student engagement through innovative teaching methods.

The proceedings begin with an exploration of attitudes towards teaching English for Specific Purposes (ESP) within community outreach programs, setting the stage for our examination of specialized English instruction. Following this, a study evaluates the impact of digital libraries on young learners' literacy skills, highlighting the crucial intersection of technology and early education.

Another article delves into the integration of local cultural contexts in English foreign language learning, offering profound insights into culturally responsive pedagogy. Complementing this, an investigation into performance-based learning for college students emphasizes practical skills and real-world applications in ESP contexts. The challenges faced by international EFL students in non-English-speaking countries are meticulously analyzed, providing invaluable insights into the global mobility of students and the support systems required for their success. The experiences of pre-service EFL teachers in international student exchange programs are also examined, revealing rich pedagogical and cross-cultural learnings.

Traditional games are showcased as effective and engaging teaching media, illustrating the potential of cultural activities in language instruction. An investigation into character education through popular literature demonstrates how novels can be harnessed for educational purposes in English language teaching. Further research explores the effectiveness of vocabulary self-collection strategies, contributing to our

understanding of learner autonomy. Another study presents the creative use of modified songs to teach grammar, offering innovative approaches to language instruction.

The cognitive impact of multimedia learning on EFL learners in higher education is highlighted, showcasing the significant effects of digital tools in modern classrooms. An analysis of figurative language in contemporary music lyrics brings a fresh perspective to the representation of feminist ideology in language education. The proceedings also demonstrate how lesson study can enhance students' learning enthusiasm, while innovative grammar assessment games engage young learners in a fun and effective manner. The impact of English club activities on speaking skills for students majoring in technical fields underscores the importance of extracurricular engagement in language acquisition.

The use of multimodality in vocational higher education provides practical insights into the application of varied media in teaching, while a study on gamified learning environments illustrates the benefits of using educational technology to enhance students' understanding of complex grammar topics.

This compilation of research and practice-oriented articles not only reflects the innovative spirit of our members but also serves as a beacon for educators navigating the complexities of English language pedagogy in the 21st century. I extend my deepest gratitude to all contributors for their dedication and scholarly excellence. As we embark on these new horizons, I am confident that the insights and methodologies shared within these pages will inspire and equip educators worldwide to enhance their teaching practices and better serve their learners.

Sincerely,

Prof. Dr. Daniel Ginting
President, Indonesian English Lecturers Association (IELA)

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ELEMENTARY TEACHERS' ATTITUDES TOWARDS THE TEACHING OF ESP IN THE FACULTY OF LANGUAGE AND ARTS' COMMUNITY OUTREACH PROGRAM

WURYANI HARTANTO

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Abstract : This study dealt with elementary school teachers' attitudes towards the training of English for Teaching in a community outreach program held by the Faculty of Language and Arts, Soegijapranata Catholic University, henceforth called FLA . The name of the elementary school is SD Antonius 02, Banyumanik, Semarang. FLA has collaborated with this school for the past two years. Initially, FLA taught Daily Conversation English, which was considered relevant to the teachers' needs. However, based on the feedback given, it was obvious that the teachers wanted to be introduced to English for Teaching as nowadays there are many elementary schools implementing immersion programs in which English is used as a medium of instruction. This definitely requires the improvement of the teachers' skills in communicating in English and, most importantly, in teaching their subjects in English. After introducing English for Teaching for 2 semesters, it is high time to conduct a study that served as a program evaluation. Correspondingly, the objectives of the study were: first, finding out the teachers' attitudes towards the overall program; second, identifying its strengths and weaknesses with the goal of overcoming the drawbacks and solving the problems if any; and third, improving it to be a better one in the future based on the suggestions given. The respondents were all 24 teachers at this school. It employed a mixed method (quantitative and qualitative) and made use of questionnaires and interviews as instruments. The overall results indicate that the majority of the teachers have favorable attitudes towards the program, regardless of a few things that need improving. Some valuable suggestions were also given for the betterment of the future program.

Keywords : *Attitudes, English for teaching, Program Evaluation, Community Outreach Program*

INTRODUCTION

This study dealt with elementary school teachers' attitudes towards the teaching of ESP, focusing on English for Teaching during a community outreach program held at an elementary school called SD Antonius 2 Banyumanik Semarang. The Faculty of Language and Arts has collaborated with this elementary school in the past 2 years in the form of community service. The faculty has designed a program that is considered relevant and suits the teachers' needs, i.e., English for Daily Conversations. It was during the evaluation

of the first program that the teachers gave some feedback on their needs for English for Teaching as nowadays there are many elementary schools that apply immersion programs in which the teaching and learning processes are conducted in English. This had made them realize the importance of being able to teach in English. Before the teaching of this specific type of English, the teachers were introduced to General English focusing on English language functions used for daily communication. One of the reasons was due to the limited English knowledge and skills the teachers had. Therefore, the English teaching program had to start with the basic level before it could be continued to English for Specific Purposes (ESP)). As stated by Evans (1998), it is impossible to teach ESP to beginners, which means that the teachers have to be equipped with an elementary level of English first. The Faculty of Language and Arts, henceforth called FLA, has been trying to provide what the teachers need based on their knowledge and skill backgrounds. The basic level program lasted for one semester before being continued with the introduction of English for Teaching. In the 2nd semester, after the teachers were considered ready to learn English for Teaching, a new program was developed with the hope that what the teachers needed would be fulfilled. After the implementation of this program, some evaluation was needed in order to find out its drawbacks and strengths and whether or not it was worth continuing. Based on such a consideration, this study was conducted. The results of this study will be presented at an international conference, and the paper will be published in the proceedings issued by the committee. Thus, the dissemination of the results and the article in the proceeding will serve as the output of this research.

LITERATURE REVIEW

Attitudes

One important element in a program evaluation is attitude (Gardner and Miller, 1994). They defined an attitude as an enduring system of positive or negative evaluation, emotional feelings, and pro or con action tendencies of people with respect to a social object. In line with that, Brown (2001) states that an attitude is a tendency to respond positively or negatively to an object, person, or situation. These positive and negative tendencies represent two dimensions rather than only one. The most obvious quality is the behavioral tendencies of seeking versus avoiding contact with a person or other objects of the attitude. He further discussed the characteristics of attitudes. They are as follows.

a. Attitude is acquired by learning not heredity.
b. Attitude is gained and developed in association with other people.
c. Attitude has a predisposition to act towards objects.
d. Attitude is affective; it covers individual choices which can be positive or negative, or neutral feeling to an object.
e. Attitude is directive. It will show whether someone agrees or disagrees, supports or does not support an object.
f. Attitude has consistency as shown by the suitability between attitude's statement and subject's response to an object.
g. Attitude has intensity which is different from one person to another.
h. Attitude is spontaneous; it concerns with the subject's readiness to declare his or her attitude spontaneously.

The focus of this study is on the teachers' attitudes towards the previous program which introduced them to English for Teaching. It is expected that the results of the research will reveal whether or not they have favourable attitudes.

English for Specific Purposes (ESP)

a. People learn languages when they have opportunities to understand and work with language in a context that they comprehend and find interesting. In this view, ESP is a powerful means for such opportunities. Students will acquire English as they work with materials that they find interesting and relevant and that they can use in their professional work or further studies. ESP covers subjects varying from accounting or computer science to tourism and business management.

b. There are many views on ESP. According to Nikolov (2001), English for Specific Purposes (ESP) is a movement based on the proposition that all language teaching should be tailored to the specific learning and language use needs of identified groups of students. Evans (1998) has a different perspective on ESP. He regards ESP as the teaching of English used in academic studies or the teaching of English for vocational or professional purposes. He further mentions that ESP may be related to or designed for specific disciplines.

c. It may use, in specific teaching situations, a different methodology from that of general English;

d. It is likely to be designed for adult learners, either at a tertiary-level institution or in a professional work situation. It could, however, be for learners at the secondary school level.

e. It is generally designed for intermediate or advanced students;

f. Most of its courses assume some basic knowledge of the language system, but it can be used with beginners.

In line with the aforementioned concept, Hutchinson and Waters (1987) state that 'ESP is not a particular kind of language or methodology, nor does it consist of a particular type of learning material.' If ESP is an approach to language learning, which is based on learners' needs, ESP then is an approach to language teaching in which all decisions as to content and method are based on the learner's reason in learning. In this research, ESP is considered relevant as the type of English taught to the teachers is English for Teaching so it cannot be categorized into General English but rather English for Specific Purposes (ESP).

Program Evaluation

Following Brown (2001), Program Evaluation is the collection and analysis of relevant information that is needed for the improvement of a curriculum or syllabus and justifying its effectiveness and efficiency, including the attitudes of the people involved in the program. It is of paramount importance, particularly in the decision-making process of whether or not a program should be improved or continued. Hence, there are two kinds of evaluation, namely, formative and summative evaluation. The first is conducted in the middle of a program to improve or enhance its quality, while the latter is carried out in order to decide whether or not the program has to be continued if it is considered

not useful. In the proposed study, the evaluation is going to be conducted after the program (summative), as the program itself was already conducted last semester.

With regard to the above ideas, an analysis of SD Antonius 02 teachers' attitudes towards the training of English for teaching was conducted. The purpose was to evaluate the program in order to make some improvements and adjust to the needs of the needs of the teachers needs in the future training.

METHOD

In order to elicit the data for this study, the present researcher made use of a questionnaire as the main instrument. The questionnaire consisted of closed-ended questions with four options arranged on a Likert-scale basis. There were also some open-ended questions. The results of the closed-ended questions were analyzed using SPSS 25, whereas those of the open-ended questions were grouped and calculated on a percentage basis. In addition to the questionnaire, interviews were also conducted in order to cross-check the results and elicit more detailed information from the respondents. There were 5 respondents out of 24 who were interviewed. The results were then grouped and analyzed on a percentage basis.

RESULT AND DISCUSSION

A. This part presented the results of the data analysis using SPSS 25 about the teachers' opinions on 30 variables asked in order to reveal their attitudes towards the training of English for Teaching that they had for 2 semesters.

Table 1 : Results of the Data Analysis Showing Teachers' Attitudes Towards English for Teaching

List of Question	Responses	Mean	Standard Deviation
1. Di era globalisasi sekarang ini adalah penting bagi para guru khususnya di SD Antonius 2 untuk menguasai bahasa Inggris.	90	3,75	0,442325868
2. Bukan hanya para guru, Siswa SD Antonius 2 pun perlu menguasai Bahasa Inggris untuk komunikasi sehari hari.	85	3,541667	0,508977378
3. Para guru di SD Antonius 2 menguasai Bahasa Inggris untuk komunikasi sehari hari.	68	2,833333	0,701964118
4. Siswa SD Antonius 2 dapat berbahasa Inggris untuk percakapan sehari hari.	70	2,916667	0,583592075
5. Para guru di SD Antonius suka memakai Bahasa Inggris sederhana untuk berkomunikasi dengan sesama guru.	73	3,041667	0,550032937

6.	*Para guru di SD Antonius 2 suka memakai Bahasa Inggris sederhana untuk berkomunikasi dengan siswanya.*	72	3	0,659380473
7.	*Para guru di SD Antonius 2 memakai campuran Bahasa Inggris dan Bahasa Indonesia dalam mengajar.*	72	3	0,659380473
8.	*Para guru di SD Antonius 2 memakai Bahasa Inggris sepenuhnya dalam mengajar sehari hari.*	52	2,166667	0,637022057
9.	*Para guru di SD Antonius 2 memberitahu siswanya tentang pentingnya menguasai Bahasa Inggris.*	80	3,333333	0,564659703
10.	*Para guru di SD Antonius 2 mendorong siswanya untuk berbicara dalam Bahasa Inggris dengan mereka.*	74	3,083333	0,583592075
11.	*Para guru di SD Antonius 2 mendorong siswanya untuk berbicara dalam Bahasa Inggris dengan temannya.*	73	3,041667	0,550032937
12.	*Pelatihan Bahasa Inggris untuk percakapan sehari – hari yang diberikan oleh tutor dari FLA Soegijapranata Catholic University dirasakan bermanfaat bagi para guru SD Antonius 2*	86	3,583333	0,503610155
13.	*Pelatihan Bahasa Inggris untuk mengajar (English for Teaching) perlu diberikan kepada para guru di SD Antonius 2.*	88	3,666667	0,481543412
14.	*Materi yang diberikan dalam English for Teaching sudah sesuai dengan kebutuhan para guru.*	86	3,583333	0,583592075
15.	*Para tutor dari FLA Soegijapranata Catholic University sudah memberikan pelatihan dengan baik.*	95	3,958333	0,204124145
16.	*Kualifikasi (pengetahuan & kecakapan) para tutor memadai.*	94	3,916667	0,282329851
17.	*Metodologi /Teknik Pengajaran yang dipakai para Tutor sudah tepat.*	88	3,666667	0,481543412
18.	*Fasilitas Pengajaran (misal : Laptop, LCD, PPts, Wifi) yang dipakai sudah memadai.*	87	3,625	0,494535355
19.	*Latihan mengajar dalam Bahasa Inggris yang ditugaskan sudah mencukupi.*	82	3,416667	0,583592075
20.	*Latihan menyusun materi pengajaran dalam Bahasa Inggris yang ditugaskan sudah mencukupi.*	81	3,375	0,575779245
21.	*Bahasa Inggris yang dipakai oleh Tutor dalam mengajar/menerangkan jelas.*	87	3,625	0,494535355

22. *Interaksi dalam Bahasa inggris antara Tutor dan para guru di dalam kelas sering/banyak*	84	3,5	0,510753918
23. *Interaksi dalam Bahasa Inggris antara para guru di dalam kelas sering / banyak.*	77	3,208333	0,588229966
24. *Tugas yang diberikan dalam kelas banyak.*	68	2,833333	0,564659703
25. *Pekerjaan rumah (Homework) yang diberikan cukup.*	79	3,291667	0,464305621
26. *Tes/Quiz yang diberikan cukup.*	76	3,166667	0,380693494
27. *Evaluasi yang diberikan pada akhir program cukup memadai.*	78	3,25	0,442325868
28. *Para guru secara individu mendapatkan perhatian dan bantuan yang memadai dari tutor apabila menghadapi kesulitan.*	86	3,583333	0,503610155
29. *Durasi pelatihan yaitu 1,5 jam setiap kali pertemuan sudah mencukupi .*	85	3,541667	0,508977378
30. *Frekuensi pertemuan 6x dalam 1 semester sudah mencukupi.*	81	3,375	0,646898957

The first question asked was whether or not the teachers think that in this globalization era they need to communicate in English. The results indicate that they fully agree, as shown by the mean score of 3.75 and the low standard deviation score of 0.44, which means a narrow spread of answers. They also fully agree that not only the teachers but also the students need to be able to interact in English. This is reflected by the mean score of 3.54 and the low score of the standard deviation, i.e., 0.50. When asked whether or not they can communicate in daily English, most of them agree with the mean score of 2.88 and a standard deviation of 0.70, still indicating a narrow spread of answers. They also consider that their students can communicate in English on a daily basis, as seen from the mean score of 2.91, meaning 'agree' and a standard deviation score of 0.58. It is interesting to find out that the teachers sometimes communicate in English with one another in their daily communication. This can be seen from the mean score of 3.04 and a low standard deviation score of 0.55. According to them, they also sometimes speak in simple daily English with their students, as indicated by the mean score of 3.00, meaning 'agree' and a standard deviation score of 0.65, which shows a narrow spread of answers. The teachers were also asked whether or not they use a mixture of English and Indonesian in their teaching; the majority of them agreed, as shown by the mean score of 3.00 and the low standard deviation of 0.65. However, when asked whether they had ever tried to use English fully in their teaching, they admitted that they had never done that. This can be seen from the mean score of 2.16, meaning 'disagree'. Regardless of this fact, teachers often tell their students the importance of being able to communicate in English. This is shown by the mean score of 3.33, meaning 'agree'. The teachers also often encourage the students to speak English with them. This can be seen from the mean score of 3.08, meaning 'agree'. The students are also encouraged to speak

English with one with another. This is indicated by the Mean score 3.04 meaning 'agree'.

When asked whether or not they found the training given by the Faculty of Language and Arts (FLA) tutors useful, the mean score is quite high, 3.58, meaning 'fully agree' while the standard deviation score is low, 0.50. They also considered that the training is worth joining, as seen from the mean score of 3.66, meaning 'totally agree. They even considered that the materials given in the training met their needs. The mean score of 3.58, meaning 'fully agree' supports this finding. The highest mean score, 3.95, meaning 'totally agree' is given to the statement'FLA tutors have given their best in the training' while the standard deviation score is very low, 0.20, indicating the teachers' answers did not vary a great deal. The second highest mean score is 3.91, meaning 'fully agree' given the statement 'The FLA tutors are qualified' with a very low standard deviation score of 0.28. The teaching methodology was also considered suitable, as can be seen from the mean score of 3.66, meaning 'fully agree'. They were also equipped with proper and sufficient facilities, such as WiFi, a laptop, an LCD, videos, and PPts. This is indicated by the mean score of 3.62, meaning 'fully agree'. According to the teachers, they also have sufficient practice in teaching, as reflected by the mean score of 3.41, meaning 'fully agree '. They also have enough practice in developing materials to be taught in English, as can be seen from the mean score of 3.37, meaning 'agree'. The English language used by the tutors as a medium of instruction is also clear and easy to follow. The mean score of 3.62, meaning 'fully agree' supports this finding. There are quite a lot of English interactions between teachers and the tutors in class. This is shown by the mean score of 3.50, meaning 'fully agree'. Besides, during the training, teachers quite often interact in English with one another. This is supported by the mean score of 3.20, meaning 'agree'. There are also a great deal of in-class tasks, and this finding is supported by the mean score of 2.83, meaning 'agree'. However, teachers considered there was more homework to do than in-class tasks. This is indicated by the mean score of 3.29, meaning 'agree '. There are also quite a lot of quizzes and tests given in class, as shown by the mean score of 3.16, meaning 'agree'.

Towards the end of the training, there was an evaluation conducted, and according to the teachers, the evaluation given was proper and sufficient. The mean score of 3.25 indicates this. The individual teachers are also given enough attention and some assistance when they have problems. This is reflected by the mean score of 3.58, meaning 'fully agree'. When asked about the duration of the training, which is 1.5 hours, the teachers find it sufficient, as shown by the mean score of 3.54, meaning 'fully agree'. In relation to this, they were also asked whether six times per semester is enough, and they 'agree' as can be seen from the Mean score 3.33 meaning ' agree'.

B. In this section, the respondents were asked to give YES or NO answer to the statements below.
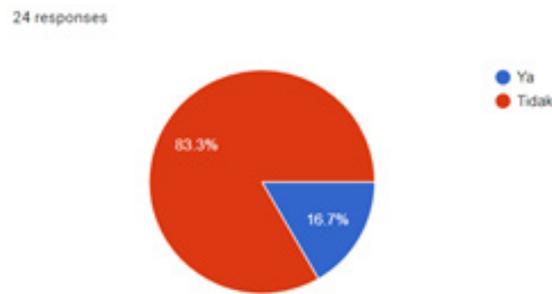
Figure 1 : Availibility of English Course for Teachers at School

First, they were asked whether or not there was an English course for the teachers of SD Antonius 02 and 83.3% of them answered 'No' while the rest 16.7% said 'Yes '.

Figure 2 : Availibility of English as an Extra Curicular Activity for Students at School

They were also asked whether or not there was an extra English course for the students and all of them (100%) said 'Yes'.

Figure 3 : Opinions on the Importance of English

The next question was about whether or not they regarded English training for daily communication was needed and again all of them said 'Yes'.
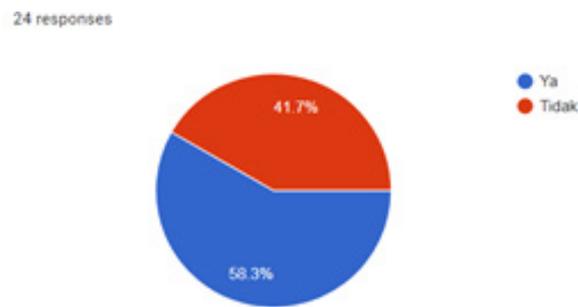
Figure 4 : Opinions on the Importance of English for Teaching

When asked whether the training of English for Teaching was needed more than that of daily English training , 58.3% said 'Yes' while the remaining 41.7% said 'No'.

Figure 5 : Opinions on Non-Lecturers English Tutors

The respondents were asked whether the tutors did not have to be lecturers as long as they were qualified students, all of them seemed to agree (100%).

Figure 6 : Opinions on Student Tutors

They also agreed that the student tutors involved in the training so far were fairly qualified as indicated by their anwers 'yes' (100%).

Figure 7 : Opinions on the Lecturers' Competence

They thought that the lecturers' competence and qualification were good. This was supported by the answer 'Yes' given by 100% or all of them.
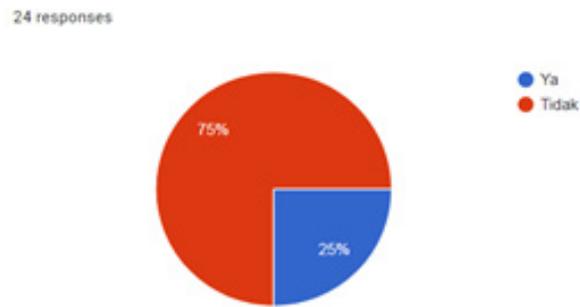
Figure 8 : Opinions on the Frequency of the Training

When asked whether the frequency of the training had to be elevated , 75% of them said "No' while only 25% said 'Yes'.
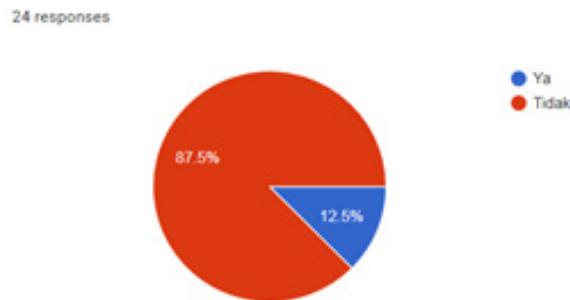
Figure 9 : Opinions on the Class Duration

They were also asked whether or not 1.5 hours for each class was sufficient and 87.5% said 'Yes' while the rest '12.5% said 'No'.
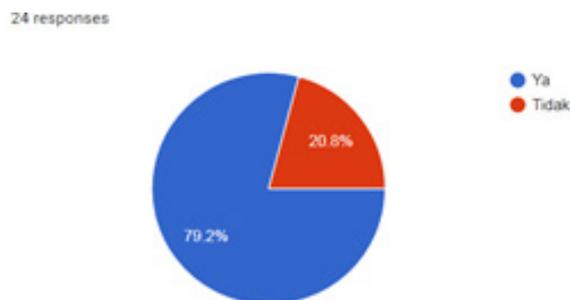
Figure 10 : Opinions on the Materials

The teachers were asked whether or not the materials of the training had to be added or made more various, 79.2 % of them said 'Yes' while the rest '20.8% said 'No'.
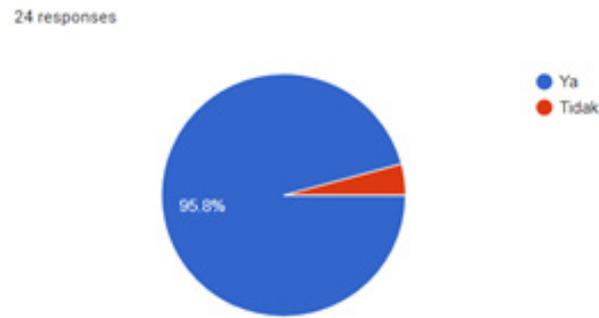
Figure 11 : Opinions on the Teaching Methodologies

The majority of them (95.8%) thought that the teaching methods had to be made more various while the rest 4.2% said ' No'.
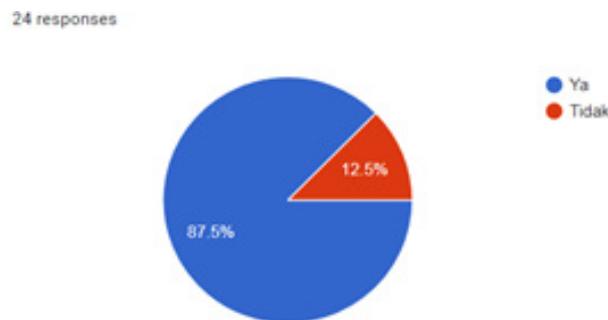
Figure 12 : Opinions on the Facilities

87.5% of the respondents said 'Yes' when asked about the needs for adding more facilities while 12.5% said' No'.
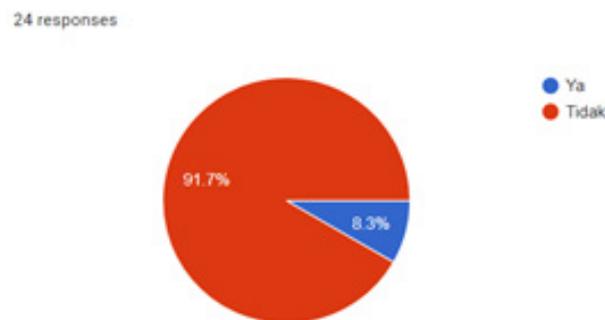
Figure 13 : Opinions on the Practices

They did not think that the teaching practices were not sufficient as reflected by 91.7% of the respondents who answered 'No' and only 8.3% who said 'Yes'.

24 responses
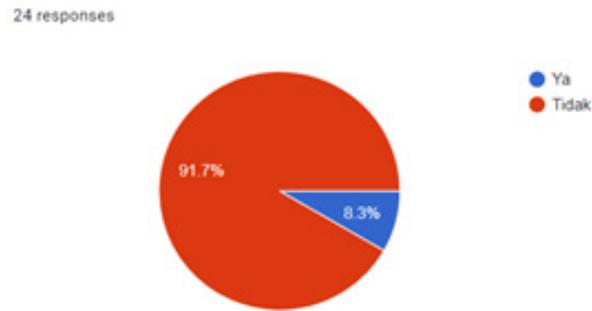
Figure 14 : Opinions on Homework

They did not want to have more homework as stated by 91.7% of the respondents who said 'No' and only 8,3% who said ' Yes'.

24 responses
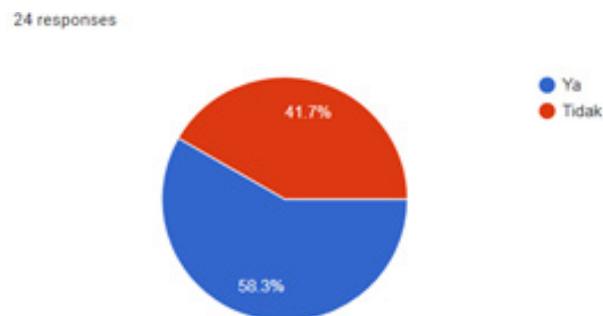
Figure 15 : Opinions on Tests/Quizzes

Regarding Tests or quizzes, 58.3% of the teachers agreed to be given more whereas the remaining 41.7% said ' No'.

C. Apart from the suggestions on the materials above, the teachers were also asked to give some feedback on the following components. The following are the results obtained from the interviews that have been grouped and analyzed on a percentage basis.

1. The materials used in the training

23 responses

Figure 16 : Opinions on the Materials

- *Sangat Baik (77,5%)*
- *Cukup (8,6%)*
- *Kurang dan materi perlu diperbanyak mengenai kosakata (12,9%)*

As shown in the above figure, 77.5% considered that the materials were very good, 8.6% regarded them moderate while 12.9% said that more vocabulary should have been introduced.

2. The tutors in the training
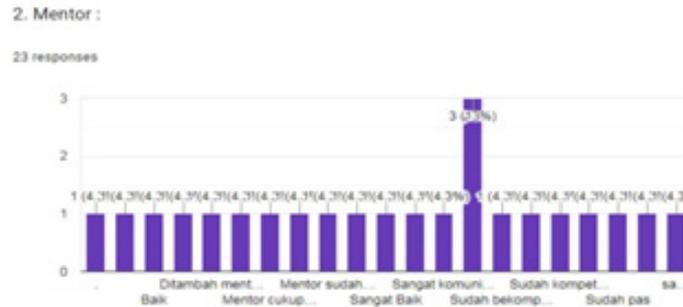
Figure 17 : Opinions on the Tutors

- *Sangat Baik (81,8%)*
- *Cukup (8,6%)*
- *Kurang dan masih perlu pendampingan kelompok (4,3%)*

When asked about the tutors who taught them in the training , 81.8% of the teachers regarded that they were excellent, 8.6% stated that they were moderate while 4.3% considered they were still lack of experience and needed more supervision. This seemed to refer to the student assistants who helped the lecturers in the program.

3. Methodologies used in the training
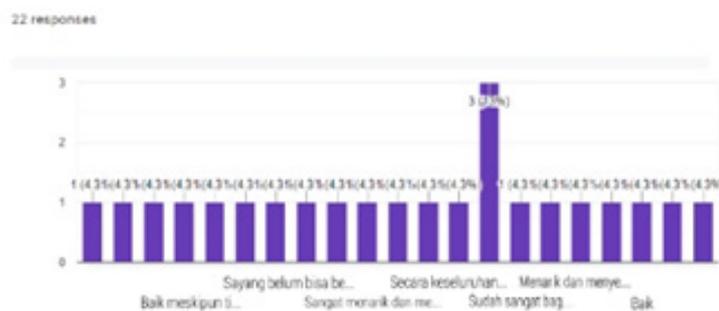
Figure 18 : Methodologies used in the training

- *Sudah bagus (81,8%)*
- *Teknik pelatihan bisa lebih bervariasi (13%)*

When asked about the teaching methodology, the teachers gave various responses but basically they agreed that the teaching methods were good, clear, relevant to the materials, suitable for them, interesting and motivating . They liked the group and pair work that encouraged them to practice communicating in English, practices in teaching their subjects in English and the feedback given

both by the tutors and their fellow teachers.

4. Facilities for the training
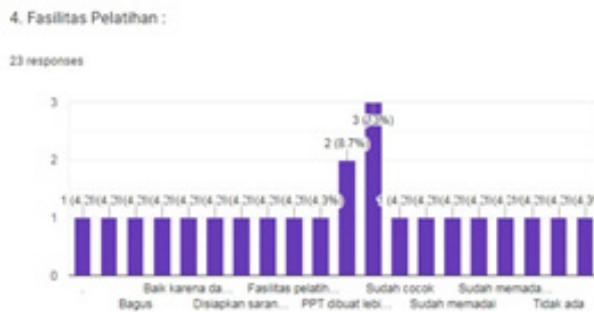
Figure 18 : Facilities for the training

- *Sangat Baik bisa offline dan online (73%)*
- *Cukup (13%)*
- *Kurang, PPT bisa dibuat lebih menarik lagi(8.6%)*

The teachers were also asked about the facilities used in the training. 73% of them said they were excellent and could accommodate both online and offline classes. 13% of them said moderate while 8.6% said not so good especially the PPts that could have been made more sophisticated and interesting.

5. Duration of the class session
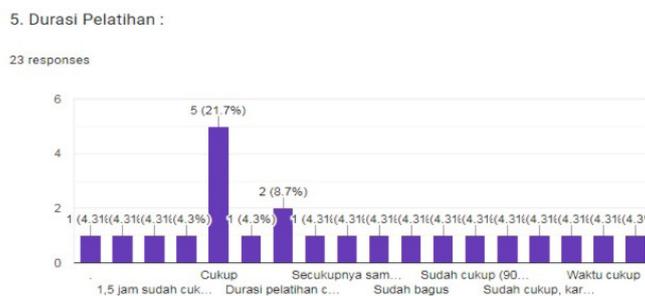
Figure 19 : Duration of the class session

- *Sangat cukup dan bermanfaat (90,6%)*
- *Waktu pelatihan masih kurang karena keterbatasan kesibukan masing-masing guru (8.6%)*

When the teachers were asked about the duration of the class session which is 1.5 hours. 90.6% stated that they were sufficient considering that the teachers were very busy with their own teaching and other activities . However, 8.6% wished thst they had more time to learn English more intensively.

6. Frequency of the training in one semester

Figure 20 : Frequency of the training in one semester

- *Sangat cukup (72.3%)*
- *Kurang (22.5)*

They were also asked whether 6 meetings in 1 semester was enough for them to learn English for teaching, 72.3% stated that it was quite sufficient while 22.5% regarded that it was not enough or in other words they wished to have more intensive training.

7. Teaching practice

Figure 21 : Teaching pratices

- *Sangat Baik dan cukup (78.3)*
- *Perlu diberikan sesi khusus dan praktik langsung (13.5%)*

The teachers responded to the question about whether or not the frequency of the teaching practices was sufficient and 78.3% agreed that they were quite sufficient. However , 13.5% suggested that there should have been extra time or sessions for them to practice.

8. Homework
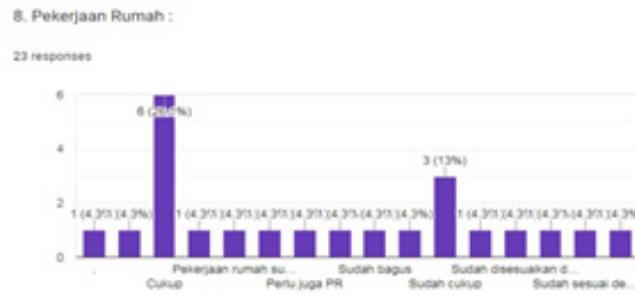
Figure 22 : Homework

- *Sangat baik dan sesuai dengan kemampuan (63.1%)*
- *Cukup (31.7%)*

Concerning homework or assignments, 63.1% of the teachers stated that they were excellent and suitable for them . They thought that the level of difficulties of the homework or assignments matched their abilities. Nevertheless, 31.7% did not think so. They thought that the homework and assignments were just moderate.

9. Tests or quizzes
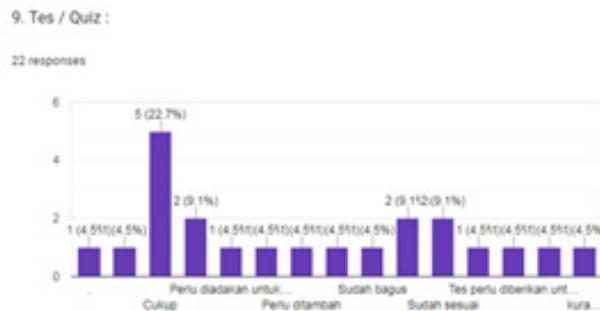
Figure 23 : Tests & qiozzes

- *Sudah cukup (58,9%)*
- *Perlu ditambah (36,1%)*

When asked about the number of tests or qiuizzes, 58.9% of the teachers regarded that they were sufficient. However, 36.1 % of them did not agree. They wished there had been more tests or quizzes.

10. Problems in joining the training

Figure 24 : Problems in joining the training

The teachers were also asked to state their problems in joining the training and the results can be listed as follows :

a. Forgetfulness
b. Crash schedule with other activities
c. Lack of self confidence
d. Lack of time to study
e. Lack of time to practice with fellow teachers.
f. Afraid of making bmistakes especially in pronunciation
g. Limited English knowledge background
h. Limited vocabulary that hinders understanding and communication
i. Problems with internet connection while the training is held online

11. Benefits in joining the training

11. Manfaat yang anda peroleh dalam mengikuti pelatihan ini:

22 responses

Figure 25 : Benefits in joining the training

Apart from tuse heir problems, the teachers were asked to mention the benefits of joining this training and the following are their responses.
a. Can understand and follow basic English
b. Can communicate in English more confidently
c. Can develop English skills especially speaking
d. Can start teaching in English
e. Can develop general knowledge
f. Can improve English vocabulary
g. Can use social media which uses English
h. Can follow basic instructions and announcement in English
i. Can improve pronunciation and intonation

12. General impression on the training

12. Kesan/ Penilaian Menyeluruh terhadap program pelatihan Ini :

22 responses

Figure 26 : General impression on the training

Finally, the teachers were asked their general impression on this training and the following are their responses.
a. It was good as it can encourage me to speak English.
b. It was very interesting as well as motivating
c. It was very useful but it depended on how the teachers would apply what they had learned in the real teaching learning processes in their own classes.,
d. The tutors were qualified and patient in teaching us

e. This program was very useful for the teachers especially the young ones. It had to be continued.
f. This program was relevant to the teachers' needs
g. We were so lucky to have been given the opportunity to join this program.
h. This program helps our school to develop further so that it won't be left behind.

CONCLUSION

English for Teaching program has successfully met the teachers' needs. In other words, it has provided the teachers with the proper materials, activities, and practices that they need. Consequently, the collaboration between FLA Soegijapranata Catholic University and SD Antonius 02 Banyumanik should be continued because the existing program turns out to be beneficial for the teachers and also provide an opportunity for the lecturers to carry out the community outreach program. Besides. the schedule of the program can be made more flexible so that teachers who have activities on Friday afternoon can join the program on another day. In addition, a more intensive program with various materials and methodologies is still needed to improve the program as a whole. Lastly, it will be better if the participants in this program can be divided into at least two groups based on achievement groupings. That way, the teachers' levels of competence can be accommodated properly.

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AN EVALUATION STUDY ON THE USE OF DIGITAL LIBRARY FOR TEACHING YOUNG LEARNERS' LITERACY SKILLS

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Abstract : This paper attempts to solve an emerging issue in Indonesian EFL students' literacy skills, where Indonesia has low scores in students' reading literacy based on a survey done by PISA (Programme for International Student Assessment). Moreover, in this current global, modern, and technological society, students should be encouraged to build their reading habits and literacy skills from an early age. Interestingly, one primary school in Surabaya, Indonesia, has been introducing and building its students' literacy skills by using a digital library named "Let's Read Asia", an online platform that provides books with characters, themes, and settings from 18 countries in Asia. An evaluation study was conducted to investigate the use of "Let's Read Asia" to teach reading to young learners. An in-depth interview was administered to the English teacher and five third graders to find out their evaluation of using this digital library to enhance their literacy skills based on the CIPP evaluation model. The result demonstrated that both the teacher and students agreed that the use of a digital library was good for improving the students' literacy skills. The teacher mentioned that students were enthusiastic and happy to read the stories on the platform. Their reading motivation increased, and their reading habits began to develop. The students said that they enjoyed and were delighted to read the stories because they were full of pictures, colorful, and interesting. They could learn new traditions from other countries. Therefore, this study indicated that the use of a digital library could be an interesting way to enhance students' literacy skills. However, teachers need to elaborate on the use of it with creative and innovative teaching techniques so that the implementation of technology in teaching English to young learners could be more effective.

Keywords: *Digital Library, Literacy Skills, TEYL*

INTRODUCTION

According to a survey done by PISA (Programme for International Student Assessment), Indonesia is in the 71st rank among 81 countries in students' reading literacy (OECD, 2019). The latest score is under the average OECD (Organization for Economic Co-operation and Development) score. Several studies have found similar results where the reading literacy skills of Indonesian students are low (Wijayanti, 2020; Purwanta, 2023). The literacy rate among Indonesians remains very low when compared to other nations. Grey & Morris (2018) stated that PISA findings may have an immediate effect

on a country's economic structure. This could be used as a reflection for the Indonesian government to improve the quality of its education, as the result of PISA could show a problem that needs to be addressed by the government. Moreover, the ability to read is a critical component of intellectual and emotional growth (Loan, 2009). Therefore, there is a need to engage students' reading interests.

Reading is a crucial aspect of literacy. It impacts the countries' development. According to UNESCO data for 2019, the reading interest index of Indonesians is low. It reaches 0.001, which means that only one out of every 1000 residents is an avid reader. There are two main factors influencing the Indonesian's reading interests, including reading habits and literature quality (Nurhasanah et al., 2023). Hence, educational institutions or schools must find an effective way to build students' reading habits and improve their literacy skills.

Teachers need to enhance students' literacy skills from an early age as a foundation to build their reading habits and literacy skills. Jabbar & Fatima (2021) stated that nurturing a reading habit is good when it begins at an early age, as it can have a positive impact on students' literacy skills. Guo (2023) found that the development of good reading habits in elementary school and the enhancement of language literacy have a significant bearing on the future growth of the students as well as the enhancement of national standards. He added that creating positive reading habits can help primary school students become more aware of, capable of, and proficient in learning languages, as well as enhance their language literacy. Even though Nurhasanah et al. (2023) mentioned that it is challenging for teachers in Indonesia to nurture the habits of loving reading and building students' literacy skills, growing reading habits from an early age is a good way to build a strong foundation for students. However, teachers should find an innovative way to encourage students to read and improve their literacy skills.

In finding an effective way to improve students' literacy skills, teachers should consider several factors affecting their reading ability. Jabbar & Warraich (2021) classified some factors affecting students' literacy skills, including reading motivation, reading time, access to reading material, socioeconomic status, family, age, sex, and technology. Technology is one of the important factors influencing children's literacy skills. The use of gadgets makes children engage more with them to play games, watch videos, and use social media than reading books (Ahmad et al., 2021). Thus, in this technological society, teachers should be innovative and integrate technology into their teaching process to captivate students' interests in reading, such as by using digital libraries to teach reading.

Many studies found that using digital libraries could affect students' reading interests and improve students' literacy skills, such as Zailani et al. (2022), who did a correlational study analyzing the impact of using a digital library on students' reading interests. The results indicated that the use of digital libraries affected students' reading interests. Similarly, Arita & Mulyawati (2022) found that the use of the digital library can foster elementary students' reading interest. Students stated that, due to its effectiveness, they were able to access all sources of information freely from the digital library. Marsini (2023) discovered that using a digital library was beneficial to helping primary school students learn social studies and improve their literacy skills.

With all the advantages of using digital libraries mentioned in previous studies, interestingly, one primary school in Surabaya, Indonesia, utilized a digital library named "Let's Read Asia" to teach reading and improve students' literacy skills. "Let's Read Asia" is a digital library containing learning materials from Asia's countries developed by the Asia Foundation as a part of the Books for Asia initiative. It aims to give free access to children and students to educational materials that they can use at home and school. The digital books address significant topics such as diversity, gender equality, environment and climate action, morals, and STEAM. It provides several features, including digital books, digital audio, sign language videos, offline reading, and daily goal setting. Currently, it has 10534 books in 15 categories of fiction and non-fiction. The languages used are English and Asia's countries languages, such as Indonesia, Malay, Tagalog, and even the local language of every country. However, most books use English as the first language. Therefore, in this case, the English teacher chose this platform to teach reading to young learners, or primary three students. The English teacher has been using this digital library for a year. The books are selected based on the topic discussed at school; for example, the topic is a fiction story, and the learning objective is learning about the language features of fiction stories using the past tense. Thus, the teacher selects a book about a fictional story. The teacher introduces some vocabulary, explains the language features of the story, then asks students to comprehend the texts and write a simple story related to the topic discussed. During these stages, students can activate their literacy skills.

After utilizing the digital library "Let's Read Asia" to teach reading, it is important to conduct a systematic evaluation to evaluate whether or not the use of the digital library corresponds with the student's needs and fulfills the learning objectives. This evaluation is needed to know the strengths and weaknesses of the platform to improve for further implementation, especially to teach reading to young learners.

LITERATURE REVIEW

In this technological era, schools must utilize technology in teaching and learning. One of the ways is to utilize a digital library, which can be accessed easily by the students. A digital library is a system of information that allows users to access and search for information through digital devices (Kustandi & Simorang, 2013). Unlike the physical library, a digital library can be accessed anywhere and everywhere. Students can download and read the books from their computers, mobile phones, tablets, etc. The digital library has been widely used in several educational institutions. Masahu et al., (2023) found that the use of a digital library could effectively accommodate students' current situation, in which they love playing with gadgets. This is a good movement for teachers to utilize technology in teaching because it is part of an effort to build students' engagement in learning. Many studies have found the effectiveness of using a digital library to enhance students' reading and literacy skills, such as Faisal (2021), who found the importance of using the digital library to foster students' reading interest at an early age. He stated that if teachers could optimally use the digital library, it could increase students' reading motivation and interest. Sumaiyah (2017) did an experimental study

analyzing the use of an ICT library to enhance students' interest in reading. The result indicated a positive enhancement where students were happy to read books by using the ICT library, and the students felt that they were interested in reading.

In this present study, the digital library used is "Let's Read Asia." It is a type of digital library containing learning materials such as books, short stories, poems, etc. that was developed by the Asia Foundation as part of the Books for Asia initiative. It aims to give free access to children and students to educational materials that they can use at home and school. The digital library can be accessed through its website or application, which can be downloaded freely in the Google Apps Store. The learning materials are divided into three groups based on the language, the difficulty levels, and the themes. The book collection in this digital library currently has 10534 total books, which are divided into two categories: fiction and non-fiction. The themes are various, including diversity, gender equality, environment and climate action, morals, and STEAM. The languages used are English and Asia's countries languages, such as Indonesia, Malay, Tagalog, and even the local language of every country. The books are presented in 1–5 difficulty levels based on the children's reading ability. Therefore, this digital library is suitable to use to teach reading to young learners because the teachers can choose the books based on the student's reading ability.

Several studies investigating the use of "Let's Read Asia" have been conducted. Ermerawati (2019) found that the use of the "Let's Read Asia" online application could promote junior high school students' reading motivation and habits. She also found that students' language development and vocabulary increased. She suggested teachers use this app to teach intensive reading because it is beneficial for students' language development and reading motivation. Similarly, Mardiah (2022) and Diana Putri & Savitri (2022) did a quantitative study investigating the use of the learning media "Let's Read Asia" in teaching English (reading comprehension) to junior high school students. The result showed that the use of "Let's Read Asia" was effective in improving students' reading skills and vocabulary. Therefore, the use of the "Let's Read Asia" digital library was effective in enhancing students' reading interests and habits.

METHOD

The data from the interview were analyzed using the CIPP Model by Stufflebeam (2003). The CIPP model includes some evaluation components such as context, input, process, and product. The context component evaluates opportunities, needs, assets, and problems within a predetermined setting. The input component is information by which to improve the activities or services aimed at helping prescribe a program, a project, or an intervention. An input component is a good indicator of a change effort's efficiency in terms of success or failure. A process evaluation is essentially a monitoring activity of a plan's execution together with documentation of the process, including modifications to the plan and significant omissions and/or poorly carried out procedures. Product evaluation makes an effort to gauge and analyze the outcome that a learning program produces, not just at the end but also whenever needed.

RESULT AND DISCUSSION

The initial aim of this study was to evaluate the use of the digital library "Let's Read Asia" in teaching and learning literacy based on the CIPP evaluation model. There were four main findings and discussions, including context, input, process, and product evaluation. The data were coded and grouped based on themes.

Context Evaluation

The context evaluation focused on evaluating the needs, problems, and assets of using the digital library. Based on the needs evaluation, both teachers and students agreed that the use of "Let's Read Asia" had fulfilled their needs to improve their literacy skills, especially reading literacy skills. The students' needs were learning to read and improving their reading skills, for example:

"I want to learn to read stories well by using the digital library", AZ (10)
"I love using this (Let's read Asia) because I need to improve my reading skills", D (9)

The teacher was able to fulfill the students' needs to improve their reading skills by using the digital library. Interestingly, none of them stated the problems with using the digital library. They mentioned that there were no problems because they enjoyed using the digital library and learning to read together with their classmates and teacher. Moreover, this digital library was easy to access, so teachers and students could access it freely at school or at home. Amanda (2022) found a similar result; she conducted a quasi-experimental study on the influence of using "Let's Read Asia" on students' reading skills. She found that students experienced fun and enjoyable learning activities when using this digital library. Mulyaningtyas & Setyawan (2021) also stated that the advantage of using "Let's Read Asia" was that it was accessible, used multilanguage, had interesting display and features, and the content of the stories was understandable.

However, the teacher found several problems, including an internet connection and no additional questions for each story. The teacher should have a good internet connection to use the platform, yet that was not a big deal for her. However, she had to create some open-ended questions about the books before teaching them, as the platform did not provide any additional exercises or worksheets. The teacher should make the worksheets by herself to make sure that the students have understood and comprehended the stories. Furthermore, to enhance students' literacy skills, she had students write a short essay about their impression, write a summary, or make their own short story about a similar topic.

Input Evaluation

Input evaluation attempted to find out the input or suggestions of what the activities of using this digital library needed to improve. All students stated that there was no need to improve on the utilization of "Let's Read Asia" in learning literacy for them. They said that the stories were interesting and the features were complete. Therefore, they did not mention any input for its implementation. Unlike the students, the teacher suggested that it was important to provide any additional worksheets or exercises in the

books or provide an additional menu for them. Thus, it would help teachers or students improve their literacy skil ls.

> "I think the platform was already good, but it's better to provide more menus related to literacy practices such as giving worksheets or exercises. So, after reading the books, students are able to practice it by themselves", Teacher.

Process Evaluation

During the process of utilizing the digital library "Let's Read Asia" for one year, the students felt that their literacy skills were improved because they were able to read the books easily. It supported several previous studies conducted by (Mulyaningtyas & Setyawan, 2021; Amanda, 2022) . They proved that the use of "Let's Read Asia" could help students enhance their reading skills. Ermerawati (2019) added that the use of this digital library could promote students' language development, improve their reading motivation, and encourage them to develop reading habits. Diana Putri and Savitri (2022) found that students actively participated in the reading activity by using the "Let's Read Asia" platform because students could choose the books by themselves. The students showed positive responses during the learning process. Additionally, the teacher mentioned that the students were very enthusiastic and happy during the learning process using this platform. Students could learn new traditions and cultures from other countries. The students showed high reading interest and motivation.

> "I can see students are happy and enthusiastic when I use this digital library. They always ask me to open this "Let's Read Asia" when I come to their class. They say, "Miss.. I want to read a new story from the books you used yesterday". I think that's good progress to build their reading habits", the teacher.

Importantly, the teacher could see students' reading habits begin to build as they showed good reading awareness. Therefore, the results of this study indicated positive findings on the utilization of this digital library.

Product Evaluation

Product evaluation was used to assess the usability of the "Let's Read Asia" digital library. The students mentioned that it was so fun learning to read on this online platform because it was full of pictures, colorful, and interesting. The illustrations could attract students to read the books. Similarly, the teacher had a similar opinion about the product. The books were complete, and the topics were varied so that the teacher could select the book based on the learning topic discussed on that day. Yuliani (2022) conducted an evaluation study on the use of the "Let's Read Asia" digital library based on its usability. She found that based on the three dimensions of usefulness, ease of learning, and satisfaction, the scores were high (>80%). It indicated that the "Let's Read Asia" digital library was very feasible to use. Hence, the findings of this study supported previous results that showed that "Let's Read Asia" could be an interesting, useful, and easy platform to teach reading to primary students.

CONCLUSION

As this present study aimed to evaluate the use of a digital library named "Let's Read Asia" to teach reading to young learners, several findings were found. Based on the four aspects of evaluation models, all results indicated positive responses. Both the teachers and students agreed that this digital library could be used to enhance their reading and literacy skills due to its effectiveness, the features provided, and its accessibility. However, after utilizing the "Let's Read Asia" digital library, the teacher wanted it to be improved, especially the menus. She hoped that the platform could provide teachers and students with a practice or exercise menu to help them comprehend the books. Thus, students were able to enhance their literacy skills by reading and doing the practices provided in that digital library.

However, as this study is limited to evaluating the use of the digital library based on the teacher and students' perspectives, further studies are needed to conduct another evaluation study based on different aspects such as its usefulness and students' satisfaction to support this present and previous studies so that teachers and students can use this platform as their teaching and learning media.

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ROLE OF LOCAL CULTURE IN ENGLISH FOREIGN LANGUAGE LEARNING IN PAPUA CONTEXT

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Abstract : This research explored the students' view on the role of local culture in English Language Learning in Papua Context. By exploring local culture, students will develop their potential to gain insight into the customs, traditions and values of the society where the language is spoken. This study employed qualitative research methodologies, with data collected through semi-structured interviews. In selecting the participants, the researcher used purposive sampling with 10 English Language Education students at Universitas Muhammadiyah Sorong. Most came from different cultural backgrounds, were born, raised, and took primary to higher education in Sorong City and Sorong Regency, Southwest Papua. The qualitative results of this research reveal that the learners perceive the role of local culture in English Language Learning classified into four themes: (1) Encouragement of enthusiasm (2) Facilitation of social communication (3) Promotion of national identity in global communication (4) Integration of language skills with national identity.

Keywords : *Local Culture, English Foreign Language, Language Learning*

INTRODUCTION

English language teaching in local contexts is growing rapidly. The integration of local culture into English language learning is also the focus of many researchers. Various research on integrating local culture into English language learning has also become a concern in education and research. However, the fact that English is a foreign language in the Indonesian context raises questions among academics and researchers regarding which culture should be studied when learning English as a foreign language. An issue in English language education is whether to focus on teaching just the target language or to include the target culture, local culture, and other elements. This choice raises important considerations about the learner's desired level of understanding and communication skills. Besides that, considering the context of language use in everyday life and the ultimate learning goal are also significant determining factors.

Research by well-known language and culture expert Kramsch & Hua (2016) is one of the studies that support teaching local culture in English language learning. (Kramsch & Hua, 2016) offer compelling evidence that to facilitate efficient English language

acquisition, ELT materials should target local culture and encourage intercultural thinking. He emphasized that language must be distinct from the cultural context in which it is used. Therefore, understanding local culture is the key to mastering the language better. Teachers are expected to introduce cultural context in language learning so that students understand the language's structure and the meaning behind its use.

Mahmoud (2015) also expressed that it is a must to teach learners by considering their locality. Culture is also an important tool for survival. Furthermore, culture is a civilization because it relates to human origins. People not only use language to communicate but also express their values, beliefs, and worldviews through language. "When a language becomes extinct, part of humanity's cultural heritage is also lost" (Barfield & Uzarski, 2009, p. 2). In this case, culture is a characteristic and shared identity of people in a group with the same worldview. However, it is also a delicate phenomenon. It is ever-changing and easily forgotten since it lives only in our imaginations. Since culture consists of language as a part and survives in language expression, culture and language are intricately related. Language has two roles: as a means of communication and as a carrier of culture. Therefore, a particular language is a reflection of a particular culture. In this case, this research will concentrate on the results of students' understanding and preferences regarding the role of local culture in teaching English as a foreign language in the Papuan context.

LITERATURE REVIEW

Local culture is important in shaping how students use and understand language. Therefore, it is important to consider students' social and cultural contexts when designing curriculum and learning materials. Holliday (2013) highlights the importance of local context in language learning. He emphasized that language education must recognize and respect cultural diversity in the society in which the language is used. McKay (2002) also emphasizes bringing local cultural context into the language classroom. He stated that ignoring local culture in language learning can lead to a gap between what is taught in the classroom and what students experience outside the classroom. Crystal (1997) highlights the importance of using language in authentic communicative contexts. He supports a learning approach that allows students to interact with local culture through English in relevant and meaningful situations.

Acquiring proficiency in English involves not just language learning but also recognizing and valuing cultural variances. As a result, ELT needs to develop students' multicultural awareness and cross-cultural communication skills. Byram (1997) introduced the notion of intercultural competency, highlighting students' capacity for productive cross-cultural communication. He maintained that language instruction should equip students to function as global citizens with cross-cultural competence.

One strategy to assist students talk more rapidly in the setting of ELT for beginners is to incorporate local culture into the lesson. Local culture has a major role in helping students recollect their existing information (Vygotsky, 1978). Students frequently discuss items and activities in their surroundings. In everyday circumstances, local culture offers comprehensible and pertinent information (Krashen, 1987). Easy topics for

students to bring up are often those that have to do with the local culture and facts that they encounter on a daily basis. These opinions demonstrate how crucial and intricate it is for English language teachers to include local culture into their lessons. English teachers may create a more comprehensive and contextual approach to teaching English by taking these experts' opinions into consideration.

METHOD

This study used qualitative research methods. The qualitative research method examines the condition of natural objects, where the researcher is the key instrument, and data sampling is carried out purposefully. Purposive sampling is taking samples with certain considerations. So, the researcher looks for respondents with the desired criteria to complete the data. The respondents in this research were English Language Education students at the Universitas Muhammadiyah Sorong, most of whom came from different cultural backgrounds but lived in Sorong City and Regency. Most of these students were born, raised, and studied from elementary school to higher education in Sorong, Southwest Papua, where English is a foreign language.

RESULT AND DISCUSSION

Based on the analysis of the interview data, the students' perspectives were classified into four themes. The themes reflect how local culture can influence learners to speak English in and outside the classroom. The themes are presented and discussed as follows:

1. **Encouragement of Enthusiasm**

According to the students interviewed, the role of local culture in learning English can help students by enabling them to be more enthusiastic about learning English. Most interviewers expressed how the local culture made them interested in learning English. One participant said,

"Actually, learning English using a local cultural approach makes us closer to our daily context. This triggers us to be more enthusiastic about learning because we are familiar with the linguistic context being taught, for example the theme is about traditional clothes, then we will be younger. When the example is Papuan traditional clothes because we are more familiar with these traditional clothes compared to traditional clothes. from other countries."

The other respondent said something similar,

"For example, if the theme is about food, it will be easier. When the theme is more about local food here (Papua) because we are familiar with that food compared to western food, we can explain the taste, shape or how to cook the food in English clearly. detailed and smooth. Because we eat this food almost every day."

Based on the statement above, local culture can significantly impact students' motivation and success in learning English. Research has shown that incorporating local cultural elements into the language curriculum can increase students' learning motivation. For example, using stories, songs, or local traditions in English teaching can make students feel more connected to the material and motivate them to study harder. In line with Ratri et al. (2024), an important factor in students' interest in studying English is the integration of local culture in ELT. One example of speaking exercises that incorporate local culture is the tour-guide simulation done by Thai students, which is successful because they describe tourism destinations that they are acquainted with (Kanoksilapatham & Suranakkharin, 2018; Kanoksilapatham, 2020).

2. Facilitation of Social Communication Local

English as a social communication tool will be more effective if cultural values accompany it. Friendly and polite cultural values are believed to open more effective access to social communication. It causes the students' pride, pleasure, and increased self-confidence to emerge. During interviews, students stated that the role of local culture in learning English was very important in opening access to social communication. The experience of an English student who is also a tour guide in Sorong, especially in Raja Ampat, said,

> "I meet many tourists from abroad, and most of them admire the cultural values of Indonesian people who are friendly and polite. This makes it convenient for them to visit our city. They are open to communicating with us because of our friendliness and helpful attitude. "This motivates us to continue learning English confidently to build social communication with foreigners who come to our city."

Meanwhile, students from Raja Ampat said,

> "I love my village; there is beautiful nature there. Tourists always come to enjoy the natural scenery. Even tourists go to tourist attractions and come to our villages, interact with local people, learn and appreciate our cultures. "This makes us proud as indigenous children to learn their language (English) so that we can build more effective communication with them."

The interview results above show that students are more motivated to learn English when they see the usefulness of language skills in daily interactions in their own culture. For example, if students know they can use English to communicate with tourists or access global information, they will be more motivated to learn. Local culture is important in opening access to social communication in English language learning. Students can understand how the language is used in everyday situations, such as conversations with friends, local business transactions, or interactions with community members. English language learning that is organized with local culture in mind helps students recognize how language is used in a particular cultural context. It helps them understand relevant social conventions, norms, and communication etiquette. By understanding local culture, students can build stronger intercultural relationships with local community members. They can show appreciation and concern for local culture and values, which opens the door to more effective and meaningful

communication. Local culture often reflects the social, ethnic, and cultural diversity in society. By paying attention to local culture, students learn to appreciate and celebrate this diversity, an important aspect of inclusive and effective social communication. Local culture also presents a variety of idiomatic expressions and phrases that cannot be found in textbooks. Understanding and using these expressions enriches students' communication skills and helps them interact more fluently in social situations. Thus, involving local culture in English learning not only improves language skills but also opens up access to social communication that is more effective and profitable for students in various contexts of their lives.

3. **Promotion of National Identity in Global Communication**

English as an international communication tool will become a direct medium for promoting national culture globally. Students can participate, interact, and adapt in international communication forums, which, in the end, can contribute to the state and nation. Students can participate in international programs such as student exchanges, becoming national ambassadors, and other international programs.

The results of interviews with students who have had experience in international activities stated that the role of local culture in learning English is very important in opening access to global communication. The experience of English students who took part in student exchange activities in Italy,

> "In student exchange activities, the setting is multicultural where we interact with each other deeply from different backgrounds, from different cultures. I still remember there was one activity where each participant presented their respective cultures. "There it is an opportunity for us to promote local culture in international forums."

Meanwhile, another student who took part in student exchange in England, said,

> "Before I took part in the student exchange activity, before leaving, I had prepared several traditional items from Papua that I would later give to the campus there as a means of introducing local culture to the international stage. I also prepared myself to present local cultures in these programs."

The data above shows that English learning should encourage intercultural communication, where students can share their experiences and perspectives and understand other people's cultures. Local culture teaches students to appreciate and celebrate differences to communicate with people from different cultural backgrounds with greater appreciation and understanding. English is a tool for building bridges between cultures. Students can become effective ambassadors to promote cross-cultural understanding and cooperation by understanding local culture.

Focusing on identity awareness, Szczepek Reed et al. (2020), Hajar (2017), and Yang (2020) have proposed and encouraged learners of English to talk using their local materials in order to be aware of their own cultural identity in a global context. Motteram (2016) has suggested inserting locality in English textbooks for identity in the 21st century. Strengthening English language teaching with local culture opens access to global communication, enriches students' learning experiences, and

advances the nation's image through respect for its rich and diverse cultural heritage.

4. Integration of Language Skills with National Identity

Applying cultural values to English learning makes students skilled at speaking English without forgetting their national identity. Students with national character will have self-resilience from inappropriate foreign cultural influences because they can choose and sort out what is and is not national culture. The learners' opinions are presented as follows: One of the indigenous people of Papua said,

> "We as indigenous children may learn other languages besides our local language in this case English, but we must remember that we must not forget our culture even though we learn a foreign language and its culture because that culture becomes our identity; Learning a foreign language, especially English, helps us in Sorong because there are many foreign tourists, so we can communicate with them and introduce ourselves to their cultures."

The data above shows that when students learn English as a foreign language, they realize it is very important to pay attention to the value and relevance of the language they are learning to their cultural identity. Research shows that when students feel that English helps them strengthen their cultural identity, they are more likely to participate actively in language learning. Local culture provides an important cultural context for learning English. Students learn English while understanding how the language interacts with their culture and traditions. Learning English rooted in local culture helps students maintain their cultural identity. They learn a foreign language and how to apply it in their cultural context. By learning English that is integrated with local culture, students develop awareness of cultural differences and appreciate cultural diversity worldwide. Learning becomes more meaningful when students can feel the connection between English and their local culture. They see the practical value of English in their daily lives. Using local culture as a reference point in English learning can help students communicate more confidently. They can relate the lessons to their own experiences, making it easier to put them into practice in everyday life. Students can develop a competitive advantage in the global marketplace by combining English with local culture. They can communicate effectively internationally while respecting and promoting their own culture.

Integrating local indigenous culture into English language learning educates students about indigenous peoples in their countries and worldwide. It makes English language learning more relevant for native students in the classroom (Barfield & Uzarski, 2009). While Wanniarachchi (2021) and Ratri & Tyas (2022) argue that using localized English textbooks prioritizes national culture, which helps students build their identity.

By incorporating local culture into English language learning, we can create a learning environment that supports students' holistic growth, enabling them to become well-rounded global citizens while maintaining their identity and pride in their culture.

CONCLUSION

Learning a foreign language involves more than just mastering vocabulary and grammar; it also involves understanding the cultural context in which the language is spoken. Exploring the local culture associated with the language helps students develop a deeper appreciation for its nuances and gain insights into the customs, traditions, and values of the society where the language is spoken. This understanding enhances language fluency and promotes cultural sensitivity and cross-cultural communication skills. Incorporating local culture into English language learning provides a more authentic and engaging learning experience, making it more relevant and meaningful to students' everyday lives.

Exploring local culture helps students develop a broader worldview and an appreciation for cultural diversity. By incorporating local culture into English language learning, students can make connections between the language and its cultural context, deepening their understanding and fostering a more comprehensive language acquisition process. Incorporating local culture into English language learning is essential for a holistic and practical language acquisition experience, enhancing language fluency, cultural sensitivity, and cross-cultural communication skills. However, it should be done sensitively and respectfully, considering students' diversity and individual backgrounds.

Based on the result and discussion above, the role of local culture in English Language Learning can: (1) foster students' enthusiasm for learning English. By integrating elements of their own culture into the language learning process, students feel more engaged and motivated to learn; (2) act as a bridge, facilitating social communication in English. By incorporating local customs, traditions, and linguistic nuances, learners understand how to communicate effectively in English within their social contexts, which (3) plays a pivotal role in enabling access to global communication channels while promoting national identity. By infusing English learning with elements of their own culture, learners can confidently navigate global interactions while proudly representing their national heritage and (4) contribute to developing English language skills while preserving national identity. Learners can strike a balance between acquiring proficiency in English and maintaining a strong connection to their cultural roots, thus preventing cultural dilution in the pursuit of language fluency. In essence, the learners perceive local culture as a multifaceted asset that enhances their English language learning experience and reinforces their sense of identity and belonging within a globalized world.

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COLLEGE STUDENTS' VOICE ON PERFORMANCE-BASED LEARNING FOR SPEAKING SKILL IN ESP LEARNING

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Abstract : Students need to be encouraged to acquire the many practical skills required in the twenty-first century in order to adjust to the modern world. Thus, in order to raise the standard of instruction and learning, particularly around ESP learning, an engaging and student-centered learning paradigm is required. In this context, implementing performance-based learning can be a way to enhance language learning efficacy. Based on this issue, this study aims to explore students' voice in the implementation of performance-based learning for speaking skills in an ESP course. This descriptive qualitative study used a semi-structured interview, which was employed as a data collection technique. The data obtained were analyzed qualitatively. This study revealed that college students had a positive voice of the implementation of performance-based learning as they considered it an effective learning method that could promote their creativity, collaboration, and critical thinking skills for their speaking skills when they learned ESP. In addition, it could also support the development of their English skills. The results of this study are expected to provide an overview and serve as a consideration for ESP teachers as they implement performance-based learning in their teaching practices.

Keywords : *Performance-based Learning, ESP, Students' Perceptions*

INTRODUCTION

ESP is regarded as one of the key subjects of study in 21st-century education. The important study area of ESP places a strong emphasis on the value of authenticity as well as tailoring objectives and resources to the individual needs of students. Furthermore, ESP is thought of as an approach rather than a product, indicating that it does not follow a certain language, set of instructional materials, or methodology (Dou et al., 2023; Ibrahim, 2019). In this instance, ESP courses are usually goal-oriented and created to give students the tools necessary for success in the classroom or in the workplace (Anthony, 2018). In any case, in order to accomplish the required learning results, teachers ought to

carefully select the suitable educational approach in ESP classrooms.

To address this issue, performance-based learning can be considered one of the teaching approaches that can be implemented in an ESP course. It is based on the presumption that in order to maximize the academic or learning results of outside dialect instruction that tends to ESP learning, an alteration in educational strategies was too required (Dou et al., 2023). In addition, educating understudies on speculations and standards by using performance-based learning is inadequate to prepare them with the aptitudes required to confront work environment complexities, challenges, and vulnerabilities (Salma et al., 2021). As an instructional approach, performance-based learning enables the students to undertake in-depth, long-term investigation on a specific topic or problem (Gaudry-Routledge & Binder, 2020). It is believed that performance-based learning and assessment is one of the most effective methods to teach an ESP course (Menggo & Gunas, 2022). assumed that in performance-based learning, understudies take an interest in ventures or assignments that entail solving honest-to-goodness issues or imitating real-life circumstances. In this respect, understudies lock in performance-based learning by collaborating on a venture that requires them to apply their information to real-world scenarios (Salma et al., 2021).

This phenomenon is evidenced in the English for Business course at the Accounting Department State Polytechnic of Malang PSDKU Kediri and the University of Hayam Wuruk Perbanas, Indonesia. In the teaching and learning process, the lecturers implemented a performance-based learning method. In this course, students were required to complete several group performances, such as a business presentation, a business meeting performance, a business advertisement, etc. In addition, they were also required to deal with several learning activities, starting from planning to presenting their performance to the audience. In this case, while working on their activities and exercise, the students were encouraged to develop their personal qualities and skills, which could be beneficial to support their future careers.

Several studies have examined the implementation of the performance-based method in various educational contexts. One of the studies was conducted by Salma and Prastikawati (2021), who found that performance-based learning and assessment affected teachers positively. They could identify the students' real competence, improve their teaching quality, and assess students objectively. Further, it has positive effects for the EFL learners in matters such as learning enthusiasm and self-confidence, boredom reduction, and skill improvement. So the use of performance-based assessment is good at improving some teaching aspects, both for teachers and students. Salma et al. (2021) also stated that the implementation of performance-based learning and assessment was good. The English teachers also had a good understanding of the concept of performance-based assessment. Furthermore, there were three common performance-based assessments implemented by the English teachers, such as writing samples, story retelling, and projects. In addition, Gaudry-Routledge and Binder (2020) revealed that the feasibility of implementing performance-based practices as a form of critical pedagogy within the classroom is largely dependent on educational policies, administrative agendas, and educators' personal inclination to use performance-based methods in order to address issues of power, difference, and oppression. The findings demonstrated that it was

feasible to implement performance-based practices within the classroom in instances where educators had a high level of control over their curriculum and daily routines, as well as a passion for social justice and performance.

Based on the previous study, there is a notable gap in this study. The research gap in the context of college students' voice on performance-based learning for speaking skills in ESP learning is the lack of studies that specifically investigate the impact of performance-based assessments on the speaking skills of ESP learners. While there is a growing body of research on the effectiveness of performance-based assessments in general, there is a dearth of studies that focus on the ESP context, particularly in terms of speaking skills. This gap is significant because ESP learners often require specialized language skills that are tailored to their specific professional or academic needs. Therefore, understanding how performance-based learning can be used to improve the speaking skills of ESP learners is crucial for educators seeking to enhance the effectiveness of ESP instruction. So this study will investigate the college students' voices in performance-based learning, which was used by the lecturers for speaking skills in ESP learning. The research question of this study is: What are the college students' voice on performance-based learning for speaking skills in ESP class?

LITERATURE REVIEW

Performance-based learning

The performance-based learning assessment method highlighted a range of strategies for putting knowledge, skills, and work habits to use by having students complete engaging and pertinent learning tasks. Teachers could learn from these exams how well their students comprehended and applied the material. It transcended the rote memorization of rules and the capacity to recall knowledge. Performance-based learning and assessment methods were grounded in real-world learning tasks and tested students' ability to use their knowledge and abilities to complete these tasks. The benefits included a rise in student participation in class activities and a greater understanding of the tasks ahead (Makmuroh et al., 2022). Furthermore, students could develop higher-order thinking skills through performance-based learning and evaluation. Because they had a strong conceptual understanding and could easily apply the subject in a new situation, students would retain the information for a long time (Brown, H., 2004).

Several studies have investigated the use of performance-based learning. Makmuroh et al., 2022 stated that performance-based learning and assessment helped teachers determine how well their students were using real language and foster critical thinking in them. The knowledge that the students had gained during the teaching and learning process was put to practical use. Additionally, the goal of this strategy was to support educators in enhancing students' capacity for higher-order thinking. Setiawan et al. (2021) also found that performance-based learning and assessment refer to the method of helping students improve their learning progress by helping them acquire and apply knowledge and skills through a learning process. The findings demonstrated that students were eager to produce written and spoken learning products and were thrilled to have performance-based learning to improve their English language proficiency.

Besides, Gaudry-Routledge and Binder (2020) revealed that when performance-based activity practices were used by teachers in the ESP classroom, students developed greater self-awareness, empathy, and self-assurance. Students were able to communicate their ideas and feelings about various facets of their identities and lived experiences when teachers opened up discussion on subjects related to power, oppression, and diversity.

English for Specific Purposes

When it comes to education, ESP is more likely to be seen as a tactic than a product. Lesiak-Bielawska (2017) defined English for Specific Purposes as a subfield of language learning that looks at and teaches English in order to help students complete certain tasks for targeted goals. Furthermore, ESP, a branch of Applied Linguistics, facilitates the teaching and learning of English as a Foreign Language (EFL) with the goal of utilizing English to meet learners' needs in the fields of academia, business, and employment (Stojković, 2017). Put differently, English for Specific Purposes (ESP) is a teaching and learning approach that helps students with certain activities by emphasizing the language. Through the use of English, it addresses academic, professional, and vocational demands while promoting EFL teaching and learning.

Basturkmen (2015) stated that the goal of English for Specific Purposes was to develop learners' language skills in order to meet the criteria of a particular discipline, profession, or work environment. Stated differently, ESP courses needed to sufficiently equip professionals and students for the workforce (Dou et al., 2023). Consequently, English for Specific Purposes describes the instruction and acquisition of a second or foreign language with an emphasis on the needs of the students, with the goal of the students being fluent in English for their academic or professional objectives.

The materials in ESP were frequently customized to meet the demands of the students. In order for English language learners to utilize the language effectively, they would concentrate on the language, recognized abilities, and genres that were most relevant to the particular tasks that they must do (Dou et al., 2023). As a result, performing an analysis of needs is the first step in devising an ESP course (Ekayati et al., 2020; Parnawati & Ulinuha, 2019; Pranoto & Suprayogi, 2020). It entailed deciding on the course's what, how, and curriculum, as well as its content, methodology, assessment, and evaluation (Paltridge & Starfield, 2013). As such, it was impossible to separate need analysis from the ESP course development process, which ought to be linear. Pranoto and Suprayogi (2020) also stated that when assessing students' basic needs and the English language proficiency they would need for future success, needs analysis was a vital tool for English for Specific Purposes (ESP) educators. It followed that when creating ESP classes, teachers should prioritize the needs and interests of their students.

METHOD

The study used a descriptive-qualitative approach as the research design. Furthermore, in order to investigate college students' voices about the implementation of performance-based learning in ESP class, This study took place at two universities located

in Kediri and Surabaya, Indonesia. Eight students were involved as participants in this study. They were four male and four female students in the Accounting Department, whose ages ranged from 19 to 22 years old. They enrolled in the English for Business course as one of the elective courses in their fourth semester. This ESP course aims at giving students some overview of the application of English, especially in business contexts, through the completion of some performances. The participants were chosen as the representative of each group in English for business classes who had accomplished the group's performance, including making business meetings, business advertisements, and conducting a business presentation through the implementation of performance-based Learning English for a business course.

A semi-structured interview was used to collect data regarding the students' voices about the implementation of performance-based learning, which was used by the lecturers in their English for business class, by using interview guidelines adapted from Alyani and Ratmanida (2021) and Susanti et al. (2020). The obtained data were then analyzed using the interactive model by Miles et al. (2014), which covers three main steps: data condensation, data display, and drawing conclusions.

RESULT AND DISCUSSION

The results indicated that the college students positively voiced the implementation of performance-based learning in their ESP learning. They believed that performance-based learning could promote the development of several skills, including creativity, collaboration, critical thinking, and their language skills, when they learned ESP, especially their speaking skills. The following is a thorough description of the research results.

Results

Improving College Students' Creativity

During the interview, the students admitted that the performances given by their lecturers encouraged them to develop their creativity. The method implemented in their class challenged them to be more innovative, resulting in a satisfying business product. For instance, when they were asked by the lecturers to make a business advertisement, they tried to make different and unique ads by first doing their own research to identify and analyze some ads, and then they worked together to formulate and perform their own concept of business ads. The students stated that:

In my opinion, the performance given by my lecturers encouraged me to be more creative. Just like when we were asked to make a business advertisement, it challenged me and my group to think out of the box, so we can make unique and interesting ads (P1).

The performance projects required us to be more creative, that is why my friend and I had to find various examples of business ads as references before we make our own ads. While deciding the concept of our own ads we combined, added, or modified the concept of those ads to make our own so it could meet our expectations (P4).

From the students' statements, it could be seen that P1 and P4 agreed that the projects given by their lecturers through the performance-based learning method challenged their creativity. P1 alluded to the notion of "to think out of the box" to make a unique and interesting ad. Meanwhile, P4 also asserted that they have to do preliminary research to analyze some existing ads, so when they wanted to formulate their own ads concept, they already had some references. By doing so, it could ease them in completing the performance since they may add, combine, or make some modifications in terms of their ads concept by considering the product that they want to promote.

Promoting College Students' Critical Thinking

Further analysis of the interview results also revealed that college students admitted   the contribution of performance-based learning in sharpening their critical thinking skills. By various projects given by the lecturers, students were required to think critically about some relevant issue while completing their performance. They had to engage in some problem solving and decision-making activities while completing their performance that required the evaluation and analysis of information as can be seen in their statements below:

In doing the performance, we had to deal with some problems that we need to solve as a group. We have to think critically to decide how to cope with those issues by sharing our ideas or find some relevant references or information that can help us find the solution (P2).

Actually, my friend and I spent a lot of time to discuss the best solutions for several problems that we face in completing the performance, we have to carefully think what we need to do by sharing our ideas, or reviewing some references to ensure the performance could be accomplished well and we can obtain the expected results (P5).

As could be seen from those statements, the participants of this study also mentioned the contributive role of performance-based learning in developing their critical thinking. P2 stated that to deal with some challenges during the completion of the performance, students should develop their critical thinking skills. This issue was also echoed by P5, who stated that they had to discuss and think carefully about the best solutions to the problems they face, so they could accomplish their performance optimally. In addition, it is also indicated that students need to plan, design, and implement their performance, which involves decision-making and problem-solving along the way. This procedure assisted college students to develop their critical thinking abilities by requiring them to analyze information, evaluate alternatives, and make informed decisions.

Allowing Students to Work Collaboratively

It was worth noting that the implementation of performance-based learning allowed college students to collaborate with their peers in order to produce the specified product. These benefits of performance-based learning were also confirmed by the participants in this study. In the English for Business class, the college students were divided by the lecturers into six groups, which consisted of 6-7 students. During the completion of the performance, each student should collaborate with the other group members. In order to complete group performances, college students must engage in multiple learning activities, such as discussing, analyzing, developing, producing, and publishing their

products. The interview data also demonstrated that they believed such activities could develop their collaboration skills.It was worth noting that the implementation of performance-based learning allowed college students to collaborate with their peers in order to produce the specified product. These benefits of performance-based learning were also confirmed by the participants in this study. In the English for Business class, the college students were divided by the lecturers into six groups, which consisted of 6-7 students. During the completion of the performance, each student should collaborate with the other group members. In order to complete group performances, college students must engage in multiple learning activities, such as discussing, analyzing, developing, producing, and publishing their products. The interview data also demonstrated that they believed such activities could develop their collaboration skills.

Of course, my group had to work collaboratively in this course. We need to maintain a good relationship among the group members to avoid conflict that could interfere, so we can work optimally to complete the project (P3).

Sometimes we faced some problems while completing the group projects, so we usually discussed and shared our ideas as well as negotiated the decision that we would take to overcome those problems. I think it can expand my horizon of certain topic because we obtain knowledge from different viewpoints (P4).

Each performance had different deadlines. That is why my group had to work collaboratively and effectively so we could complete the project within the allocated time (P6).

Participants admitted the benefits of performance-based learning in promoting their collaboration skills. However, specifically, participants proposed various details about this issue. P3 stated that in the performance-based learning method implemented in their ESP course, college students should be able to work together to complete the project. Consequently, they had to maintain a good relationship with the other group members to anticipate the emergence of potential conflicts that could impede teamwork. Furthermore, P4 mentioned that through discussions, idea sharing, and negotiation, the college students could deal with problems they faced during the completion of group performances. Moreover, P4 asserted that through these activities, students might gain knowledge from different viewpoints. In addition, P6 stated that collaboration was important since students had to share duties within their groups so they could complete the performance within the given time. In general, the participants agreed that the implementation of performance-based learning allowed them to work collaboratively with their friends, which also brought some beneficial roles to the performance.

Supporting the Development of Students' Language Skills

The last result in this study was that the implementation of performance-based learning encouraged students to improve their language skills. In this case, based on the data obtained from a semi-structured interview, students assumed that performance-based learning involved several learning activities that allowed them to develop their language skills. Their listening and reading skills could be developed while they planned and designed their group performance, since they had to do their own research, i.e., observation and evaluation of some relevant sources that related to their performance theme. Furthermore, their speaking and writing skills could also improve when they had

to present their performance to the audience.

I think performance-based learning helps me improve my language skills. For example, while we plan or arrange our performance, we usually read some relevant sources and watch some related videos which can help us design our product (P1).

When we had to do a poster presentation or a business presentation in pitching session, I had to continuously practice my public speaking skills prior to my performance so I could be more confident during the presentation (P2).

As I experienced, performance-based learning requires me to practice my language skills more, just like when we were asked to make a business meeting, my friend and I did a business meeting confidently (P5).

P1 indicated that during the design of the performance, students could read some references and watch some videos, which meant those activities trained their reading and listening skills. In addition, P2 mentioned that while presenting their performance, college students could improve their speaking skills through continual practice. Furthermore, P5 asserted that students' speaking skills could also be enhanced through the performance given by the lecturers. Overall, the implementation of performance-based learning in the ESP course could promote the development of students' productive language skills.

DISCUSSION

The association between the learning objectives and the teaching methodology should be synced during the teaching and learning process, especially in ESP learning. Performance-based learning and evaluation were used by the ESP to assist the college students' progress in their speaking skills. By assigning assignments and providing explanations of the content, the learning process followed the conventional approach. On the other hand, performance-based learning and assessment were crucial teaching methods to develop in the learning process since they evaluated student skills and explored potential in ways that pushed intellectually talented children to express themselves (Wiyaka, 2020). Additionally, Gallardo (2020) noted that the project- tasks assigned to students make use of cognitive processes such as comparison, classification, induction, deduction, building support, abstraction, investigation, problem solving, and discovery, which are frequently identified as central differentiation. It implied that evaluation based on performance-based learning was considered appropriate to be applied in ESP learning to develop students in critical thinking and creative thinking skills for problem solving.

Overall, the results of this study showed that students view the use of performance-based learning in the ESP course favorably since it gives them opportunities to develop their unique skills and attributes. Accordingly, one of the best ways to teach an ESP course is to use performance-based learning and assessment (Abualrob & Al-Saadi, 2019). Additionally, Gaudry-Routledge and Binder (2020) stated that a growing number of teachers were now aware of the advantages of performance-based learning in ESP classrooms. Furthermore, performance-based learning had been promoted as an efficient teaching strategy that supported the concurrent acquisition of language, material, and

speaking in English for specific purposes (Soto et al., 2017). Thus, the study's participants concur that performance-based learning could encourage the improvement of their creativity, critical thinking, collaboration, and language skills.

The first finding of this study indicated that the participants agreed that the implementation of performance-based learning could enhance their creativity. In this case, the performances given by the teachers encouraged the college students to challenge their creativity to make an innovative product that reflected novelty in a certain field. Several studies have also proven that implementing performance-based learning could enhance students' creativity while working on their performances (Spector-Cohen, 2007; Gaudry-Routledge & Binder, 2020; and Menggo & Gunas, 2022). More specifically, Salma et al. (2021) reported that performance-based learning enhanced students' creativity in terms of several aspects, namely originality, flexibility, and novelty. Typically, project-based learning and assignments present open ended problems or challenges requiring creative solutions. This encouraged students to think creatively, investigate unconventional methods, and experiment with various approaches. Students could expand their creative thinking and generate original ideas by embracing ambiguity and uncertainty.

The results also showed that college students think performance-based learning encourages critical thinking if it is used in an ESP course. Performance-based learning helped college students improve their critical thinking, social interaction, and problem-solving skills (Nurlaela et al., 2020). Moreover, performance-based learning necessitates that college students plan, develop, and complete their performance, requiring them to make decisions and solve difficulties along the way. Furthermore, college students could hone their critical thinking abilities by creating, producing, and assessing their work in performance-based learning (Sumardi, 2017). By asking the students to assess data, weigh options, and make educated judgments, these learning activities help them to build critical thinking skills.

The study's participants also thought that performance-based learning made it possible for them to collaborate with their friends. In this instance, Ulla and Perales (2021) hypothesized that group performances were a common part of the performance-based learning process, which helped students improve their teamwork and cooperation abilities. It was consistent with the claims made by Gholam (2019) that performance-based learning was a collaborative scientific inquiry methodology in which students worked together to solve complicated issues while integrating, applying, and producing knowledge. In fact, performance-based learning's collaborative learning activities could have some positive effects on students because, in line with earlier research, they fostered creativity and critical thinking as they collaborated with peers to complete performances.

The study's last finding was that performance-based learning could improve language proficiency; college students saw its deployment favorably. English language skills, especially speaking skills, that students could acquire during the performance-based learning process (Menggo & Gunas, 2022). Performance-based learning is a useful strategy for improving students' language skills in ESP classrooms. By giving students chances to use language in authentic contexts, including worthwhile performances, and adapting the method to meet their individual requirements, performance-based learning and assessment assist students in developing the language skills required for success in

the twenty-first century (Setiawan et al., 2021).

Overall, the results of this study were very encouraging because the college students validated the value of performance-based learning by expressing satisfaction with its use in an ESP course. It was crucial to remember that an ESP teacher's main duty in performance-based learning was to serve as a facilitator, offering guidance to college students as they worked on their assignments (Salma et al., 2021; Setiawan et al., 2021; Soto et al., 2017). Additionally, Lavinia and Alina (2018) noted that ESP teachers should take their students' needs and interests into account while selecting themes for learning activities. Thus, in order to achieve the desired learning outcomes, they must be able to modify the course material, classroom activities, instructional media, and assessments to meet the needs of the students.

CONCLUSION

To optimize learning outcomes, ESP instruction requires careful consideration of the best teaching strategy. In this situation, using performance-based learning can be a useful tactic to help college students develop their unique attributes and abilities. This is why the current study attempts to find out how students feel about performance-based learning being used in an ESP course. The findings of this research suggest that college students see performance-based learning implementation favorably. They concur that they may enhance their critical thinking, creativity, teamwork, and language abilities by participating in performance-based learning and teaching and learning processes. The study suggests that performance-based learning is a useful teaching method in ESP settings. To make the ESP teaching and learning process more meaningful, it is crucial to remember that teachers must supply authentic tasks and materials when applying performance-based learning. Therefore, this study demonstrates the advantages of performance-based learning as voiced by the college students. However, more research is advised to use a different research design, multiple data collection techniques, and more participants to obtain more comprehensive data regarding the implementation of performance-based learning in ESP teaching and learning, given the limited number of participants and research methods. It is anticipated that the study's findings will encourage English and ESP teachers to incorporate performance-based learning into their instruction.

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ENGLISH LEARNING PROBLEMS ENCOUNTERED BY INTERNATIONAL EFL STUDENTS IN A NON-ENGLISH SPEAKING COUNTRY

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Abstract : Nowadays, learning English is essential and giving impact for all students around the world. Study Abroad become one of preferred ways for the students to learn English as a foreign or second language. During its English learning, problems exist in the process of studying abroad, particularly in a non-English speaking country. This research aimed to elaborate the problems encountered by International EFL students in State Polytechnic of Malang, Indonesia. This research used descriptive qualitative approach and applied two instruments for collecting the data, reflective essays and interviews. It can be concluded that the most problems faced by the EFL learners were in the lack of language exposure, and language skills, especially in speaking skills because they do not have many chances to use English practically. Along to this problem, the researcher also discussed strategies used by the participants to address the problems. It implies that the students need to have a good preparation in acquiring the language in the target country.

Keywords : *Language learning problems and strategies, International EFL learners, a non-English speaking country*

INTRODUCTION

English is one of the most widely used languages in the world and giving dominant role in almost all the field globally. It has over 400 million individuals worldwide speak English as a medium to communicate (Shrishthy, 2023). Thus, many people compete to learn English as best as they can. Study Abroad (SA) is one of preferences that able to be taken to learn English as a foreign or second language. Studying English in the country where English is the first language (L1) as instance Australia, United States, and England makes the students have a natural way of learning because they will immerse by having numerous chances to use English in everyday situation (Köylü & Tracy-Ventura, 2022). SA encourages the learners to face new challenges, attitudes, traditions or culture, food, and even personalities will all be different yet it enhances the English learners' ability to acquire the language faster.

However, those situations will be different to the students who take SA in non-English speaking country. It means that the host country has English as foreign language. Therefore, bigger challenges probably faced along the process by the learners. As stated in the research done by Saylag (2014) indicated that international students faced significant challenges such as adapting the academic standard especially in handling the demands of English as Foreign Language (EFL) program. Nevertheless, study which focus on investigating EFL learners in non-English speaking country is still limited. Several studies focus on scrutinizing the difficulties of EFL learners who take SA in English speaking country. Wu et al. (2015), Utami (2020), (Dryden et al. (2021), Suryanto et al. (2022), Ma (2022), and Oduwaye et al (2023) investigated the difficulties for the EFL learners in English speaking country. The results showed that the international students faced academic, sociocultural, psychological and economic difficulties. Moreover, the most challenging problems were on the academic cases. The most addressed issues were using English such as communication with professor, staff and classmates. Adapting with the new culture in the host country also become the factor to stimulate the difficulties in learning English. Therefore, some preparation from the home university needs to be completed either academic or sociocultural to avoid the problems during learning processes in SA.

Meanwhile, a study for EFL learners SA in non-English speaking country also need to be analysed to know the problems faced. According to Hibatullah (2019), EFL learners in non-English speaking country had some difficulties in the language skills both in productive skills, speaking and writing and receptive skills, listening and reading. This study in line with Wirantaka & Mardiningrum (2023) which revealed that SA in non-English speaking country would less effective as place to learn English due to limited access in having native English teacher and everyday language used.

Based on the discussion above, scrutinizing the problems faced by EFL learners especially in non-English speaking country are essential to be conducted to provide a huge overview for the EFL learners candidate and lecturers from both home and host country. This study focuses on elaborating the problems faced by the International EFL learners in State Polytechnic of Malang, Indonesia. The problems are classified based on problems in exposure, problems in language skills, problems in vocabulary, problems in motivation, and problems in teachers' resources (Hibatullah, 2019). The strategies from the learners in overcoming the problems also discussed in this research.

LITERATURE REVIEW

Difficulties of EFL learners in learning English

This study discussed the problems of EFL learners which has been classified by (Hibatullah, 2019) into five categories.

Problems in exposure. Language exposure means the connection between the target language and its individual. The learners are able to use the target language for daily, not only in academic activity but also non-academic activity such as communicating with society, watching TV, listening to a song, playing a game, reading book, searching on Internet, and even for scrolling social media using the target language (Jahrani &

Listia, 2023). Some studies revealed that exposure gives positive impact to the language acquisition. The learners who have massive language exposure have a better probability of speaking and comprehending it and encourage them in overcoming their weaknesses in acquiring the target language (Al Zoubi, 2018; Bing et al., 2022). Therefore the rule of society is the major support for the EFL learners to enhance their ability in mastering the target language.

Problems in language skills. This category is the most commonly appeared on the EFL learners' problems when acquiring the language. Four English skills are fundamental components in mastering English. Balancing all skills contribute in a comprehensive the language. The learners get difficulties in mastering the skills influenced by some factors. According to some studies Deaariesfitriani & Rahayuapriliaswati (2015); Januariza & Hendriani (2016); and Putera Jaya et al., (2022), the most common problems in speaking skill were lack of self-confidence and felt anxious in speaking using English in non-English speaking country. Some learners fear of being mocked and laughed when speaking due to some factors, such as lack of vocabulary mastery, lack of ability, lack of motivation, and shyness.

Problems in vocabulary. Fluency, vocabulary, grammar and pronunciation are connected to each other with all English skills. The basic part of mastering a language is the vocabulary knowledge. Mastering vocabulary brings the significant impact in acquiring language, more vocabulary learners have, that will easier to master other skills (Rahmah et al., 2023). Lack of vocabulary caused by several factors, for instance the different word form of meaning from L1, the target vocabulary is huge, limited access in finding the meaning of words, knowing the words more than dictionary meaning, lack of grammatical understanding and the last incorrect pronunciation which often caused by similarity sound between L1 and the target language (Rohmatillah, 2014).

Problems in motivation. In the teaching and learning process, motivation is fundamental factor to reach success. The successful of the students in learning language influenced by high or low motivation they have (Ulfa & Bania, 2019). In this case, motivation in learning a foreign language defined as a complex construction include desire, effort, and a positive attitude toward learning the language in question (Gardner cited in Riyanti, 2019). Notwithstanding, not all learners have a good motivation to learn. Theoretically, motivation categorized in two types; intrinsic motivation which comes from inner side of the individual learners and extrinsic motivation which refers to external side whether it is tangible (e.g money), or psychological (e.g praise) in nature (Brown Douglas, 2007).

Problems in teachers' resources. Lack of teachers' competence in the specific fields are common problems happened in Indonesia.The idea also said that competent teachers were crucial in class management, skill enhancement, and the provision of creative materials. College and university foreign language instructors must research and put into practice strategies for quickly and effectively enhancing their students' intercultural communication ability (Zhao, 2016).

Strategies of EFL learners in learning English. The use of language learning strategy (LLS) shows the individual differences in learning a language and it influenced both environmental and contextual factors (Nguyen & Terry, 2017). According to the research

by Nguyen & Terry (2017), gathered from the participants mentioned that the role of using strategy in learning a language plays an important aspect in learning process. Referring to O'Malley (1990) the LLS divided into three categories, metacognitive, cognitive, and social/affective strategies. Metacognitive methods are used during language activities to help in planning, monitoring, and evaluating the task as well as selective attention to it. Incoming information, however, is processed more efficiently when cognitive methods are applied. Rehearsal, organizing, inferencing, summarizing, deduction, imaging or using a visual picture, transfer, and elaboration process are some of the main categories into which these tactics fall. Affective techniques, which are useful for managing the more affective aspects of language learning, made up the final group. This tactic is applied to three distinct behaviours: self-talk, clarifying questions, and cooperation.

METHOD

This study used descriptive qualitative approach which aims to scrutinized the problems faced by International EFL learners in learning English. Descriptive qualitative study provides deeper insights and explore into the authentic problems from phenomenon, event, or social context (Matthew Miles et al., 2014).

The participants in this study were two international EFL students, came from South Sudan in English department of state Polytechnic of Malang, Indonesia. The participants chosen based on purposive sampling. In qualitative research, purposeful sampling is frequently employed to find and choose examples with a wealth of information pertaining to the topic of interest (Palinkas, 2013). Both participants are male with a pseudonym as Bie and Gie and already took one year period of a study program.

A state Polytechnic in Malang, East Java Indonesia was chosen as research setting because several international students came from non-English speaking country like, Sudan, Yamen, and Malaysia. This institution provides some international majors and English major which all of courses are in English. The data is taken when the students have already taken a study about one year period.

Reflective essay and interview were conducted to gather the data regarding the problems faced and strategies to overcome it. The reflective essay consists of five questions which discussed about the background and short story about the participants during study in English department as international student. It used to gain their background, experiences, thought and motivation. Meanwhile the individual interview, 10 questions, were designed to get deep information about the problems and challenges faced during the process of learning and clarified the efforts in solving the problems both in academic and non-academic situation.

The collected data from reflective essay and interview were transcribed, organized, and analyzed (Nguyen & Terry, 2017). Accordingly, the learners' participants were coded on the basis of the demographic information such as gender (M/F), year group academic (Y1, Y2, Y3), or academic major (E for English major) to ease in analysing the data.

RESULTS AND DISCUSSION

This section presents the results and interpretation of the study. This study focused on elaborating the problems faced by international EFL learners in studying English at non-English speaking country. The strategies to overcome the problems were also discussed afterwards to minimize the challenges. The results presented based on categories of problems and would be discussed from each participant to get a detail result and analysis.

International EFL learners' problems in a non-English speaking country

Problems in exposure

According to the data, the participants faced the problems in exposure significantly. Especially, lack in using English in the context of non-academic. For instance, interact with classmates outside of classroom and campus and interact with society for specific purposes. Most of the students speak Bahasa Indonesia and local language (Javanese). This would make the participants felt difficult in understanding the communication.

> Yes, I'm new on campus, a lot of my friends speak Bahasa Indonesia. It can be quite challenging at times to understand them, especially when I visit the school canteen. I feel a bit isolated when my classmates aren't around, as they are more proficient in the language than most others on campus (P1.M.Y1.E).

> I don't have any problems with using English for daily communication, especially when I meet students or lecturers speaking English on campus. However, I sometimes struggle to use Bahasa Indonesian because many Indonesian students are also struggling to learn English. They find it difficult to express themselves confidently in English, especially in my class, where a few students are struggling to learn to speak English (P2.M.Y2.E).

It showed that the exposure in using the target language experienced challenges. The participants did not focus to learn the target language instead of struggling in learning the national language of host country. It also expressed that the social environment did not support the English learning process. Whereas, the language exposure leads a successful in acquiring the target language like a native (Birair & Mansour, 2018) This results in line with Supriadi et al. (2023) which scrutinized the problems faced by EFL learners showed the most challenging part was not be able to use the target language widely because there were no supports by the environment.

Problems in language skills

The next finding was about the learners' problems of the English skills mastery during the learning process. The most challenging skill for the participants were speaking skills. This related with the previous finding of this research. Because they took SA in non-English speaking country, as a result they definitely had this problem.

> Yes, I've noticed that comprehending spoken language, particularly with various accents or rapid speech, can pose challenges. When I engage with my classmates, I sometimes observe a lack of interest. Additionally, speaking

presents its own set of unique challenges among my peers, with the specific difficulties varying from person to person (P1.M.Y1.E).

In language class, I find speaking and listening to be the most challenging skills because they both require quick comprehension and rapid responses in a real-time conversation (P2.M.Y2.E).

The second problem was listening skill, due to receptive and productive skill should run at the same time, this created a new problem to the participant practically in a dominant non-English speaking country for a real-time situation. The listening issue influenced by some factors; cultural differences, accent, unfamiliar vocabulary, and length and speed of listening. These issues frequently faced by the learners of SA in non-English speaking country (Riana et al., 2018).

Problems in vocabulary

Several studies conducted to know the importance of vocabulary mastery in learning English either as foreign language or second language(Alqahtani, 2015). Learners who face a lack of vocabulary would influence the process of acquiring language. SA in non-English speaking country challenges the learners to intensify their efforts on the English receptive skills to enhance the target language vocabularies. Through the interview section with the participants, it can be concluded that lack of vocabulary also faced. Thus, other problems came out, such as difficult in creating sentence and understanding the meaning.

The primary challenges revolve around structure. I frequently encounter difficulty navigating the intricate structures, especially when it comes to mastering sentence construction, which can be particularly daunting. (P1.M.Y1.E).

For me, learning vocabulary and grammar is difficult because they involve complex linguistic structures and idiomatic expressions. (P2.M.Y2.E).

It can be proven that learning vocabulary still become the problems by EFL learners. Students' acquisition of vocabulary is a process that takes time as they connect words with other words, study related words and correctly utilize words in sentences. Meanwhile, this case is in line with (Muamaroh et al., 2020) which conducted the problems faced by international EFL learners and found that vocabulary mastery is one of the most challenging components to be mastered.

Problems in motivation

The two participants had different answer to this case. Bie, mostly felt relaxed and enjoyed in attending the lectures on campus because Bie put the top priority for the attendance. Hi felt motivated because the lecturers giving positive impact to the learners, both in providing and delivering materials. However, Gie felt that sometimes He was anxious during the learning process. It caused by some factors, such as afraid of making mistakes, difficulties in understanding the materials, and lack of confidence in being active in class.

No, I don't feel anxious yet because ever since I joined Polinema, attending classes have been one of my top priorities. This is because the lecturers excel at explaining the materials and offer clear explanations. (P1.M.Y1.E).

I sometimes feel anxious during class, especially when I'm unsure about my language abilities, such as grammar and syntax, and afraid of making mistakes in front of my classmates. I worry about how to govern sentence structure, verb conjugation, tense usage, and other aspects of language mechanics because they require understanding and application of the rules. (P2.M.Y2.E).

Riyanti (2019) mentioned that the role motivation plays in enhancing students' English proficiency, given that low motivation can be one of the causes of students' low accomplishment in learning the language. Accordingly, this case needs to be solved immediately to reach the learning goals effectively and successfully.

Problems in teachers' resources

The lack of teachers' competences become another concern instead of the materials delivered. The two participants had different experiences and perception towards the teacher's resources and competences. In this case, the researcher divided into some conclusions. First, about the lecturer's competences, the second about the instructional media used, and the last was about the strategies or technique during the learning. First, it can be said that all lecturers were having good competence in teaching EFL for the international students. However, according to the interview section with the Gie, some lecturers applied mixed languages in class with Bahasa Indonesia. Thus, He felt difficulties to understand the materials.

Most lecturers are knowledgeable and supportive, but I sometimes encounter difficulties understanding certain concepts due to language barriers, especially when lecturers mix Indonesian with English when teaching. (P2.M.Y2.E).

Secondly, the instructional media used during the learning process such as choosing the appropriate textbook for the international students were became the problems by participants. Gie said that sometimes the textbook used was not appropriate to the international students not based on the learners needed. This answered contrast to the other participant. Bie said that almost all instructional media provided by the lecturer were appropriate for the learners.

No, I haven't encountered any modules or textbooks at Polinema that I found unsuitable since I arrived (P1.M.Y1.E).

Yes, some modules and textbooks may not adequately cater to international students' diverse needs, leading to comprehension and engagement challenges. (P2.M.Y2.E).

The last was regarding the technique of learning EFL in class provided by the lecturers. All participants almost had same opinion. The lecturers' competence in choosing the technique to enhance their ability in learning the target language was mostly aimed to give them opportunities to enhance the English skills either at campus or at home practically.

> Yes, particularly, all my lecturers typically provide us with practice assignments to perform in front of the class, which helps us enhance our public speaking abilities. Additionally, they assign homework for us to complete at home, which keeps us
> engaged in practicing our English skills (P1.M.Y1.E).

> I appreciate when lecturers provide opportunities for interactive learning and constructive feedback, as it helps me identify areas for improvement and track my progress effectively. However, I believe there could be more emphasis on practical language use and real-world applications in the curriculum. (P2.M.Y2.E).

According to the whole discussion, it can be concluded that the most challenging problems for the students who SA in non-English speaking country were on the language skills. The lack of receptive skills influenced the productive skills and led to the language exposure problems. Both participants felt difficulties in speaking skill practically because did not get support from the environment. These cases were in line with several studies' results that the lack of language exposure was highest than other problems (Suryanto et al., 2022), and (Wirantaka & Mardiningrum, 2023). Other study compared the SA in non-English speaking country and SA at English speaking country learners' challenging in learning EFL and indicated that the problems faced by SA learners in English speaking country provided a low anxiety ambience from the environment that assist the sojourners in mastering the target language.

Strategies done by International EFL learners' problems in a non-English speaking country

Strategy in overcoming the learners' problems can be solved through either the students or teachers' perceptions depend on the problems faced. Challenges in learning English give significant stimulation to the learners in acquiring the target language (Ariyanti et al., 2019). As a results, the problems faced should be followed by the strategy to overcome it. In this study, the researcher gathered the strategies done by the participants based on the utterances on the interview and reflective essays and classified based on three categories from O'Malley (1990), metacognitive, cognitive, and social/affective strategies. Metacognitive strategy means the learner create a plan, monitor and evaluate when overcoming the problems. The participants had a plan and put big effort to solve the problems faced. While cognitive means when the learners put the effort to enhance and increase the knowledge by repeating the materials and elaborating by adding or finding information to improve the ability.

> Nevertheless, I tackle these challenges by actively participating in class discussions, seeking clarification from professors or peers, and devoting

additional time to practice and review. Moreover, I make use of language learning resources such as online tutorials, language exchange programs, and language apps to enhance my comprehension and refine my abilities. In summary, although the journey may present obstacles, the perseverance and dedication required to overcome them are essential for personal and academic development. (P1.M.Y1.E).

This result showed that the participant applied three strategies at the same time. The participant planned some strategies to solve the weaknesses skills faced and would to increase the knowledge by having further discussion with the experts.

Additionally, if I know that my classmates or close friends will be attending, it further motivates me, as it provides an opportunity to engage in meaningful discussions related to the meeting agenda, even outside of the formal session. (P1.M.Y1.E).

However, I usually dedicate myself to consistent practice and use language learning resources to overcome these challenges. (P2.M.Y2.E).

Additionally, implementing mentorship programs pairing international students with local peers or faculty members would offer valuable support. (P2.M.Y2.E).

The last, socio affective strategy was the most used strategy to overcome the problems faced. Learning by practicing would be effective to master the target language as international students in non-English speaking country. This also in line with the most frequently problems faced by the learners in lack of exposure.

CONCLUSION

The aim of this study was elaborate the problems encountered by International EFL students in State Polytechnic of Malang, Indonesia. The results indicated that the most challenging problems faced by the participants were lack of language exposure. It happened because the learners difficult to have communication with society due to different language used. The results also mentioned that the participants struggle on speaking skill. Consequently, it implied that the learning English in home country or SA of non-English speaking country need to have a good preparation to avoid a challenging problem. This addressed to both the candidate or institution of host and home country.

Since this study is still limited, especially to enrich specific difficulties faced by international EFL learners, future researchers should apply alternative methods to acquire more specific data and results widely.

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IMPLEMENTING FLIPPED-CLASSROOM:
AN EFFORT TO IMPROVE STUDENTS' MOTIVATION
FOR SELF-DIRECTED LEARNING

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Abstract : The preliminary observation resulted in the data that around 50% of Polytechnic of Energy and Mineral students showed their unpreparedness to attend classroom learning and teaching activities. In dealing with this problem, Flipped- Classroom was considered the right method to be implemented because it enabled the students to learn actively in their own learning pace before they came to the class. When they came to the class, therefore, they were well-prepared to discuss what they had already learned at home or outside the classroom and to apply what they had understood in more active learning process. Hence, Flipped-Classroom was implemented with the aim of giving more motivation to the students to become self-directed learners that would enable them improve their achievement at the end of the learning and teaching program. The aim was fulfilled, and this was shown by the data collected from the research subjects consisting of 66 students through the pre-test and post-test. Both data was compared using t-Test and resulted in the data showing the improvement on the students' academic achievement when Flipped Classroom was implemented. This achievement was really the result of the students' good learning motivation and good self-directed learning shown in the data collected from the structured-interview conducted after comparing the scores of the pre-test and post-test.

Keywords : flipped-classroom, motivation, self-directed learning

INTRODUCTION

Learning and teaching process is considered successful if it can achieve the goal that has been set. It is a process of interaction between teachers and students and learning resources in a learning environment (Djamaluddin, 2019). It also involves teachers as well as students in a sense that the teachers plan the required learning and teaching

process so that the students achieve the expected learning and teaching goals (Hapsari Utami, 2010). The goal can be achieved if there is interaction between learners and content, between learners and teachers, and between learners and learners (Swan, 2003).

Regarding the achievement, it was a must to ask whether the goal of English learning and teaching program at Polytechnic of Energy and Mineral (PEM Akamigas) had been achieved. This question was automatically raised when the results of the observation previously carried out in this institution were viewed. The result of the observations showed a tendency for students who were not ready to participate in the classroom learning and teaching activities. This was shown by their answers, if they were asked questions by the lecturer, such as "Just a moment......, I want to see the material first...", or "Just a moment.... just a moment....". Students also showed a tendency to copy and paste from friends if they were given independent assignments (more than 50%). This tendency caused the students' learning outcomes lower than expected, which was only around the average of 50-75 (Maria et al., 2023).

Several factors could cause students' unpreparedness for attending classroom learning and teaching activities that included students' personal factors, academic factors, environmental factors, and psychological factors. First, personal factors include health and time management. The health problem, especially caused by insufficient sleep, could significantly impact students' ability to be prepared for class, leading to decreased cognitive performance and engagement (Owens et al., 2014), whereas better time management helped students allocate sufficient time for their academic work that improved their preparedness for classes and their academic achievement (Nasrullah et al., 2015). Second, academic factors included course load and teaching methods. The overwhelming course load could lead to students' stress and lack of preparation (Pascoe et al., 2020). Besides, lecture-dominated instruction without interactive elements could lead to passive learning. Students may not engage with the material actively, resulting in poor retention and a lack of preparation for subsequent classroom meetings (Jaschik, 2018). Then, without regular assessments and feedback, students may not understand their progress or the areas needing improvement. This could also result in a lack of motivation to prepare and participate in class (Hattie & Timperley, 2007). Furthermore, content that was considered irrelevant or uninteresting could demotivate students. When students did not see the value of what they were learning, they were less likely to spend time in preparation (Gieras et al., 2020) . Third, environmental factors including lack of access to resources and technological issues could encourage students' preparation for class. Insufficient broadband speed and unreliable internet connections could disrupt the learning process, making it difficult for students to attend the class and complete assignments as required (Cullinan et al., 2021) . Last, psychological factors included anxiety and stress, and lack of motivation. High level of anxiety could reduce students' ability to engage effectively in classroom activities (Cooper et al., 2018), whereas stress, particularly academic stress, could be the result of heavy workloads, high expectations, and fear of failure, all of which contributed to students feeling overwhelmed and unprepared (Morgado & Cerqueira, 2018). Stress and anxiety could also lead to a significant decrease in motivation. When students experience high-stress level, their motivation to learn could diminish. This reduction in motivation could further worsen

feelings of anxiety and stress, creating a negative impact on their academic engagement and unpreparedness (Gibbons, 2022).

All the four factors mentioned previously may cause students' unpreparedness that led to students' lower learning achievement. However, it was decided to focus the attention of the research to the academic factors and psychological factors. In terms of academic factors, the focus of attention was on learning and teaching method and learning and teaching material, whereas the attention of psychological factors was on students' motivation (Williams & Williams, 2011). Learning and teaching methods were fundamental in shaping educational experiences and outcomes. Effective methods enhanced understanding, retention, and application of knowledge, catering diverse learning needs and fostering critical thinking (Freeman et al., 2014). Besides, the use of the instructional material stimulated the students to have interests in the subject under study or stimulates the students' desire to learn (Umar Abdulkadir et al., 2021). Hence, it could improve the students' performance (Ajoke, 2017). Then students' motivation determined the success of their learning. If the students were motivated, they were driven to achieve the learning goal (Filgona, 2020). It was because they did not only learn what teachers gave them in class, but they actively directed their own learning to achieve the goal. Hence, those who learnt self-directedly had higher academic achievement (Cazan & Schiopca, 2014).

Those factors should come into consideration in implementing a particular learning and teaching method. In this case, there was a need to pay attention to the English learning and teaching method already implemented in Polytechnic of Energy and Mineral and to the proposed learning and teaching method. The present method was reviewed to determine whether it was already effective. In this method, English learning and teaching was conducted as lecture-dominated instruction. The teacher was the primary source of information and the students were passive recipients with limited opportunities for active participation or interaction. This could lead to a mindset of dependency, where students expected teachers to provide all necessary information during the lecture and could also lead to lower engagement and motivation (Prince, 2004) . Besides, the instruction was guided by printed-texts in which students read and absorb information without actively engaging with the material. The texts did not facilitate interactive learning activities such as discussions, group-work, or hands-on experiments, which could be crucial for deep understanding and retention (Mayer, 2009). This could lead to decreased motivation among students who found passive listening to be unengaging. Without opportunities for active participation or interaction, students may also feel disinterested and unmotivated to attend class. In line with this problem, Flipped-Classroom was proposed because it put emphasis on students' motivation by focusing less on content delivery in the classroom so that the students had more time during class to apply and practice concepts, and to carry out activities and exploration (Singh, 2018). Students received learning materials – usually in digital format – before attending lectures, and used class time to conduct more active and collaborative activities (Cronin, 2018). It allowed the students to study the topics of the material outside the classroom at their own pace, to come to the classroom with better understanding of the material, to be more well-prepared to participate in discussing topics in the material, and

apply their knowledge through active learning.

Flipped-Classroom was proposed to solve the problem of shortcomings in the implementation of lecture-dominated instruction, one of which was students' unpreparedness in attending classroom English Learning and teaching program that led into their lower academic achievement. It was because Flipped-Classroom had prominent characteristics that could improve the situation in the lecture-dominated instruction. It enabled students to actively participate in learning activities during class time, such as discussions, problem-solving, and collaborative projects. This active involvement made learning more engaging and enjoyable, thereby increasing motivation (Bishop, 2013). It also enabled students to do pre-class preparation through recorded materials and readings that helped them come to class more prepared, leading to more informed and engaged participation. Additionally, it highlighted how engaging with the material in multiple formats enhanced comprehension and retention (O'Flaherty & Phillips, 2015). It also facilitated the existence of learning culture in the learning and teaching activities shown by good interaction between the teachers and the students which caused the students to become more enthusiastic and excited during the learning and teaching process (Ramadhan et al., 2021). Besides, it enabled students to improve their academic performance and achievement, as shown by a significant increase in the students' speaking skills when they were in the Flipped-Classroom. It was because the students liked this learning and teaching model, so that they were more confident and enthusiastic when they had a classroom discussion in English (Zulkarnain, 2023). Furthermore, students' achievement in learning had also increased, which was indicated by the results of the initial diagnostic test and the final diagnostic test (Nurkhasanah, 2021). Hence, Flipped-Classroom was considered the most appropriate approach to increase students' motivation so that they would be able to learn self-directedly, which would eventually lead them to have better learning achievement.

This research, therefore, aimed at determining whether Flipped-Classroom method really improved the students' motivation for self-directed learning which would later be reflected in their higher academic achievement. The aim was used as the basis for formulating the research question as follows: "Did Flipped-Classroom method improve the students' motivation for self-directed learning?"

The question above was elaborated into more specific ones below:
1. Did Flipped-Classroom improve the students' academic achievement?
2. How did Flipped-Classroom improve the students' motivation?
3. How did Flipped-Classroom improve the students' self-directed learning?"

It was hoped that the findings from this research could assist the students in improving their motivation for self-directed learning that later led to the improvements in their academic achievement. It was also hoped that the findings could help teachers in determining the most suitable learning and teaching method currently employed in PEM Akamigas, not only for English but also for other subject matters.

METHOD

This research employed mixed-methods design, especially the explanatory sequential mixed-methods. This design, which combined the quantitative and qualitative methods, was used with the assumption that it provided a better understanding of research problems than either method alone. It would give clearer and more detailed explanation of the problem to be solved. It was considered explanatory because the initial quantitative data results were explained further with the qualitative data. Furthermore, it was considered sequential because the initial quantitative phase was followed by the qualitative phase (Creswell & David Creswell, 2018). In this method the quantitative research was firstly conducted, after that the data was analyzed, and then the result of the analysis was explained further in more detail with qualitative research. In brief, the method was selected because it could give more understanding of the research problems and questions.

The research subjects were 66 PEM Akamigas students of the Oil and Gas Production Engineering and the Oil and Gas Process Engineering study programs. The students studied English for Specific Purposes. The selection of those 66 students was convenience sampling which was based on the ease of the sample provision (Firmansyah, 2022). In this research, the subjects were selected because they were there in the researchers' classes so that it was easier to conduct and to observe the intended activities for them during the research.

The instruments in this research were pre-test, post-test, and structured- interview which were used to collect the data from the research subjects. The data collection was one of the stages in the procedure of the research which included designing material, giving pre-test, conducting English learning and teaching process, giving post-test, collecting and analyzing the first data, designing questions for the structured-interview, conducting the interview, collecting and analyzing the second data.

The first stage was designing English learning and teaching material. However, it was not actually designing a new English learning and teaching material. It only adapted the present material in the digital platforms which were the combination of Canva, Fliphtml5, and Book Creator. These platforms enabled the attachment of the recordings for the listening activities on the book pages, that made it easier for the students to operate and listen to the recordings just by the 'clicks' of their fingers or laptops. As a whole, the material which is in the form of e-book looked more interesting and could be easily assessed by the students using their mobile phones or their laptop. Here was the example of the material for Oil and Gas Production Engineering study program (https://read.bookcreator.com/1mQQJ1sIdlbq0dg3lr4Gnk3KPQQ2/guvqdPoYT5qvM7YcKTIddw).

The second stage was giving a pre-test. This written test was conducted in order to get a description of the students' levels of English proficiency in the skills that were going to be taught. Later the result of this test was compared with the result of the post-test in order to determine whether there was some progress in the students' English proficiency levels.

In the third stage the redesigned material was used during the English learning and teaching process in class. In this stage, the students had to read the materials or to watch the video materials at home in their own pace and came to the class ready with their questions and ready to take part in more active and more collaborative activities.

Upon the completion of the English learning and teaching program, the post-test was conducted in order to evaluate what the students had learnt during the English learning and teaching program. The result of this test was compared with those of the

pre-test and then analyzed using Paired t-Test. The first data resulted from this analysis was used as the basis to design questions for the interview.

The questions were used to collect data for three important components; namely: students' academic achievement, their motivation, and last, their self-directed learning. The questions for the first component covered 6 variables, then the ones for the second component covered 7 variables, and those for the third component also covered 7 variables. The questions were used to guide the interview through zoom. Since the interview was the structured-interview, the researcher used the designed questions as the guidance to interview the research subjects, and the research subjects answered the questions by just clicking the answers consisting 5 categories, which were given to them in the Google form format. The interview was relatively quick and easy to administer, and it was selected in order to ensure that it was presented with exactly the same questions in similar order. Besides, the context of the questions was the same for all the research subjects involved in the research (Rashidi et al., 2014).

The interview was conducted to the 66 students of Oil and Gas Production Engineering and Oil and Gas Process Engineering that resulted in the second data. This data was analysed using Likert Scale, and the result of the analysis was used to explain the first data in more detail. Hence, both data supported each other. All the data was collected and analyzed in PEM Akamigas from January to June 2023.

FINDING AND DISCUSSION

The design of this study was a Mixed-Method design, so there were two kinds of data generated, namely quantitative data and qualitative data. Quantitative data was collected in the form of scores from mid-semester and final-semester examinations. Qualitative data was collected from the structured- interview.

Both types of quantitative data that reflected the students' academic achievement was compared and analyzed in order to determine whether there was improvement in the students' academic achievement so that the research question "Did Flipped-Classroom method improve the students' motivation for self-directed learning?" could be answered. The rationale underlying it was that Flipped-Classroom had a potential to motivate students (Usher, 2012) and had a positive effect on the students' self-directed learning (Ceylaner & Karakuş, 2018).

Flipped Classroom was positively and significantly impact on students' motivation (Singh, 2018). The motivation levels of students using the Flipped Classroom model were higher than those in the classical blended learning group (Sirakaya, 2018). Then, Self-Directed Learning could not be achieved and observed independently as it was highly associated with academic achievement (Khalid et al., 2020). In comparing both data, t-Test was used and the following data was obtained.

The data in the table showed that there was a difference between pre-test and post-test. In order to prove that this difference was significant, the hypothesis testing was done. It started by seeing Null Hypothesis (H_0) and Alternative Hypothesis (H_1). H_0: the average scores of post-test $\leq$ the average scores of pre-test (Flipped-Classroom did not improve students' academic achievement). H_1: the average scores of post-test > the average scores of pre-test (Flipped -Classroom improved students' academic

achievement). In this case, the significant level α=0.05. Based on the calculation, it was found that t-value= -2,336 which was equal to p-value= 0.011. H_0 was rejected if p-value < α, and from the calculation it could be seen that 0.011 < 0.05. So H_0, Flipped-Classroom did not improve students' academic achievement, was rejected. It meant that H_1, Flipped -Classroom improved students' academic achievement, was accepted.

Table 1. The Result of Analysis Using Paired t-Test

	Mid-Semester Scores	Final-Semester Scores
Mean	81,09230769	83,78461538
Variance	89,17884615	49,64038462
Observations	65	65
Pearson Correlation	0,394364516	
Hypothesized Mean Difference	0	
df	64	
T Stat	-2,335995289	
P(t<=t) one-tail	0,011318175	
t Critical one-tail	1,669013025	
P(t<=t) two-tail	0,02263635	
t Critical two-tail	1,997729654	

Actually, the data in Table 1 could be illustrated in the graph below. This graph clearly showed that t-Stat < t-Table so it was in the rejection area. This meant that H_0 (Flipped-Classroom did not improve students' academic achievement) was rejected. Thus, H_1 (Flipped-Classroom improved students' academic achievement) was accepted. Hence, the improvement on the students' scores was considered to be the indication of the Flipped Classroom effectiveness.
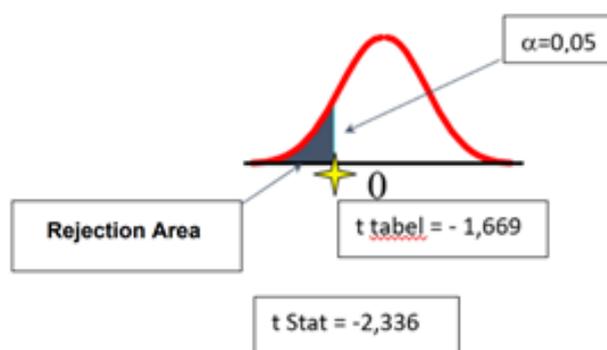
Figure 1. Graph Illustration of the Analysis Result

The quantitative data showing the effectiveness of Flipped Classroom was supported by the qualitative data of the three determining factors - English learning and teaching material, students' motivation, and students' self-directed learning – which was collected from the structured interview. The data was analyzed using Likert Scale with the following categories:

1. A (Always), with the score 5

2. O (Often), with the score 4
3. S (Sometimes), with the score 3
4. E (Ever), with the score 2
5. N (Never), with the score 1

The categories were used to evaluate the following 6 variables which were used to guide the interview to the research subjects about English learning and teaching material during the structured-interview:

A1: The English learning and teaching material was in line with the study program.

A2: The English learning and teaching material consisted of beneficial and meaningful assignments and exercises.

A3: The English learning and teaching material provided the assignments and exercises to be done in groups.

A4: The English learning and teaching material improved listening, speaking, reading, and writing skills.

A5: The design of the English learning and teaching material was interesting.

A6: The English learning and teaching material was easy to access and to be used.

The result of the analysis of the data on the students' opinion about English learning and teaching material collected from the interview was shown in the following graph.
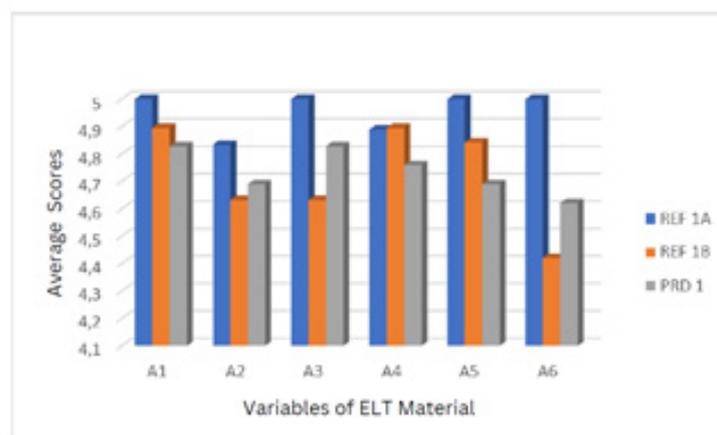
Figure 2. Students' Opinion about ELT Material

The data in the bar graph above showed the students' opinion about the English Learning and Teaching material. The horizontal axis was the six variables used to evaluate the English learning and teaching material, whereas the vertical axis was the scores reflecting the students' opinion about the material on the basis of the six variables. The colours of the bar represented the classes where the students as the research subjects studied. The blue bar represented oil and gas process engineering class 1A (REF 1A), the orange colour represented oil and gas process engineering class 1B (REF 1B), and the grey colour represented oil and gas production engineering 1 class (PRD 1).

The vertical axis showed that the average scores collected from the students of the three classes on the basis of the six variables ranged from 4 to 5, i.e. always and often. This meant that the material was already good to be used since it was in line with the study program, consisted of beneficial and meaningful assignments and exercises, provided the assignments and exercises to be done in groups, improved listening, speaking,

reading, and writing skills, was interesting, and easy to access and to use. Although there was one lower score than the others in oil and gas process engineering class 1B for the variable easy to access and to use, the characteristics of the material shown by the variables encouraged the students to become active and interactive learners which were the characteristics of Flipped-Classroom.

Likert Scale was also used to evaluate the students' motivation to learn English based on the following 7 variables:

B1 : Enjoy and feel comfortable to attend English learning and teaching.

B2 : Repeat or re-read the English learning and teaching material at home.

B3 : Discuss with the teachers the material which were not clear.

B4 : Do seriously the assignments given by the teachers.

B5 : Try to find other references to understand important concepts in the material

B6 : Understand learning progress from the feedback given by the teachers.

B7 : Encouraged to learn harder after getting the feedback from the teachers.

The result of the data analysis was shown in the following graph:
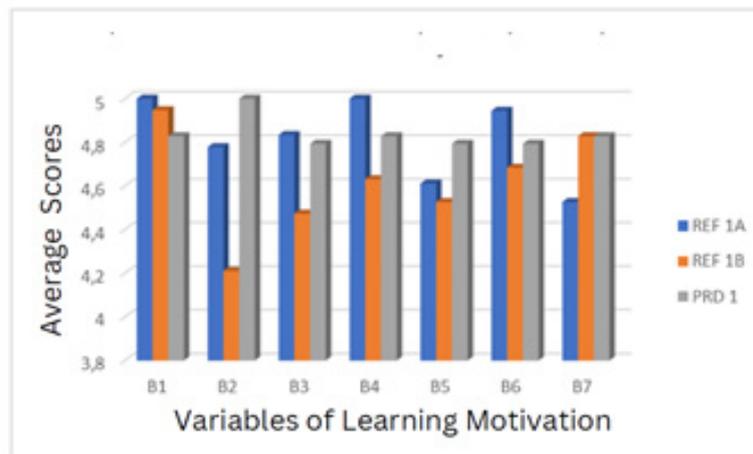
Figure 3. Students' Opinion about Learning Motivation

The data in the bar graph above showed the students' opinion about their learning motivation to learn English. The horizontal axis was the seven variables used to evaluate the students' motivation to learn English, whereas the vertical axis was the scores reflecting the students' opinion about their learning motivation on the basis of thes even variables. The same colours of the bar represented the classes where the students as the research subjects studied. The blue bar still represented oil and gas process engineering class 1A (REF 1A), the orange colour represented oil and gas process engineering class 1B (REF 1B), and the grey colour represented oil and gas production engineering 1 class (PRD 1).

The vertical axis showed that the average scores collected from the same students of the three classes on the basis of the seven variables also ranged from 4 to 5, i.e. always and often. This meant that the students' motivation was already good, and it which was reflected by the students' enjoyment and comfortable feeling to attend English learning and teaching, repeating or re-reading the English learning and teaching material at home, discussion with the teachers the materials which were not clear for them, doing seriously

the assignments given by the teachers, effort to find other references to understand important concepts in the material, understanding of the learning progress baed on the feedback given by the teachers, encouragement to learn harder after getting the feedback from the teachers. However, there was one score which was lower than the others in class REF 1B, that was about variable B2, repeating at home the material that had been discussed in class. The lower score needed to be paid attention to so that the student who gave this score wanted to learn by repeating the material that had been discussed in class. Yet, as a whole, all the opinonss given by the students as the research subjects reflected the characteristis of the Flipped-Classroom that was Flipped-Classroom motivated the students to learn.

The third factor, students' self-directed learning, was also evaluated using Likert Scale on the basis of the seven variables below:

C1: Learn the material regularly, and not only at the time of examination.
C2: Do the exercises regularly in order to make sure that the material was understood.
C3: Find other references if there was some informastion that was not understood.
C4: Ask the teacher or friends if there was some informastion that was not understood.
C5: Being on time in submitting the assignment given by the teacher.
C6: Try to do difficult assignments individually without friends' help.
C7: Revise the incorrect parts in the assignments after receiving feedback from the teacher.

The result of the data analysis was shown in the following graphs:
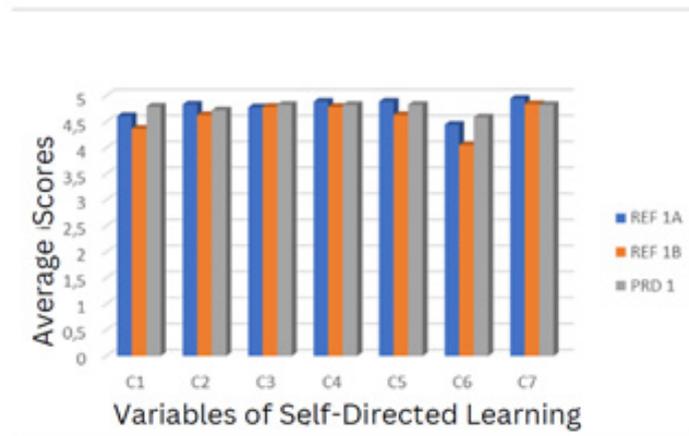
Figure 4. Students' Opinion about Self-Directed Learning

The data in the bar graph above showed the students' opinion about their learning motiation to learn English self-directedly. The horizontal axis was the seven variables used to evaluate the students' motivation to learn English self-directedly, whereas the vertical axis was the scores reflecting the students' opinion about their learning motivation to learn English directly on the basis of the seven variables. The same colours of the bar still represented the classes where the students as the research subjects studied. The blue bar represented oil and gas process engineering class 1A (REF 1A), the orange colour represented oil and gas process engineering class 1B (REF 1B), and the grey colour represented oil and gas production engineering 1 class (PRD 1).

The vertical axis showed that the average scores collected from the same students

of the three classes on the basis of the seven variables also ranged from 4 to 5, i.e. always and often. This meant that the students' motivation to learn English self-directedly was already good, and it was reflected by learning the material regularly and not only at the time of examination, doing the exercises regularly in order to make sure that the material was understood, finding other references if there was some informastion that was not understood, asking the teacher or friends if there was some information that was not understood, being on time in submitting the assignment given by the teacher, trying to do difficult assignments individually without friends' help, revising the incorrect parts in the assignments after receiving feedback from the teacher. Although all the variables got good scores, there was one score from REF 1B that was lower than the others, that was Variable C6 - trying to do difficult assignments individually without friends' help. The lower score needed to be paid attention to so that the student who gave this score could get help from their friends when doing difficult assignments. In brief, all the opinons given by the students as the research subjects reflected the characteristis of the Flipped-Classroom that was Flipped-Classroom motivated the students to learn self-directedly.

The findings of this research strongly supported Flipped-Classroom as an effective educational approach that enhanced students' academic achievement as the result of their enhanced motivation and self-directed learning. The findings were particularly relevant because the prior research had highlighted improvements in either academic achievement, motivation, or self-directed learning separately, yet this research simultaneously examined all the three outcomes.

The most important finding was the students' academic achievement since it was used as the basis for determining whether the situation in the lecture-dominated instruction was improved when Flipped-Classroom was implemented. This improvement was revealed by the data in Table 1 in which the pre-test and post-test scores showed a significant improvement, suggesting that this pedagogical strategy has a positive impact on learning outcomes. This improvement was especially shown in the average score which increased from 81.09 in the mid-semster to 83.78 by the final semester, accompanied by a decrease in variance from 89.18 to 49.64, which indicated not only an improvement in the average scores but also a more consistent performance among the students. This finding was in line with some prior studies that had documented the benefits of Flipped-Classroom. For instance, Flipped-Classroom was highlighted to be able to lead to enhance students' engagement and better performance on assessment due to the interactive and student-centered nature of this approach (Bishop, 2013) . Similarly, Flipped-Classroom was found to outperform their peers in lecture-dominated settings because of their increased opportunities for active learning and personalized feedback (Chen et al., 2014). Contrastingly, some research had reported mixed findings. For instance, a meta-analysis indicated that while many students found improvements in students' performance, others did not observe significant differences (O'Flaherty & Phillips, 2015). This difference could often be attributed to variations in implementation, teachers' effectiveness, and students' demographics. Therefore, the context and quality of Flipped-Classroom implementation played crucial roles in determining its effectiveness.

The analysis of the data using the Likert Scale also provided insightful conclusion regarding the effectiveness of the English learning and teaching material. The variables

evaluated revealed a comprehensive perspective on students' satisfaction and the material's alignment with pedagogical best practices. When comparing these findings to previous research, it became apparent that they aligned well with earlier research emphasizing the importance of aligned and engaged learning materials. For instance, a research highlighted that materials closely aligned with the curriculum and conaining activities significantly enhanced students' engagement and learning outcomes (Richards, 2001). The high scores for variable A1 (alignment with the study program) and A2 in this research strengthened these findings, demonstrating that the material was well-tailored to the students' academic needs. However, this research contrasted with findings from some previous research that highlighted challenges with group assignments in language learning contexts. For example, potential diffculties were noted in group dynamics and collaboration in language learning tasks (Johnson & Johnson, 2010). In contrast the high score for A3 in this research suggested that students perceived group assignments as beneficial and conducive to learning, indicating that the material may include well-structured group activities that mitigated common collaboration issues. The high approval ratings across all variables suggested that the English learning and teaching material met students' expectation in key areas. This positive feedback highlighted the material's effectiveness in fostering an engaging and supportive learning environment.

Then the analysis of data from the Likert Scale, which assessed students' motivation to learn English across seven variables, revealed several interesting insights. When compared to previous studies on students' motivation and educational theories, the findings presented both alignments and deviation that contributed to the broader understanding of students' engagement in language learning contexts. The findings indicated high motivation levels among students, with average scores ranging from 4 to 5 on the Likert Scale, suggesting that students often or always exhibited behaviours indicative of strong motivation. This aligned with Self-Determination Theory which emphasized the importance of intrinsic motivation and the role of competence, autonomy, and relatedness in fostering motivation (Ryan & Deci, 1985). The high scores in variables such as B1 (enjoyment and comfort in attending classes) and B4 (seriousness in completing assignments) suggested that students felt competent and found the learning environment supportive and engaging. However, the lower score in variable B2 (re-reading material at home) for Class REF 1B indicated a potential area of concern. Previous research emphasized the importance of self-regulated learning strategies, such as reviewing and reflecting on learning materials outside the class (Pintrich & De Groot, 2003). The lower score in this varable could suggest a gap in self-regulation practices among these students, contrasting with findings from the research that highlighted the benefits of repeated exposure and review for deeper learning and retention (Zimmerman, 2002). The overall positive motivation reflected in the findings supported the characeristics of Flipped-Classroom, where students were encouraged to take an active role in their learning. This was in line with the advocate of Flipped-Classroom approach as a way to enhance students' engagement and motivation (Bergmann & Sams, 2012).

Finally, the data collected through the Likert Scale, assessing students' self-directed learning based on seven variables, revealed a generally positive trend. The average scores across the sevent variables ranged from 4 to 5, indicating that students

often or always engage in self-directed learning behaviours. This aligned well with the principles of Flipped-Classroom, which emphasized students' autonomy and active engagement in the learning process. The high motivation levels reflected in the variables such as C1 (learning material regularly) and C2 (doing exercises regularly) aligned with Self-Regulated Learning theory (Zimmerman, 2002). This theory stated that effective language learners planned, monitored, and reflected on their learning processes. The high scores suggested that students in the studied classes were actively engaging in behaviours that supported self-regulated learning. Moreover, the findings reflected the theory of Andragogy, which emphasized the importance of self-directed learning in adult education (Knowles, 2005). This theory suggested that adult learners thrived when given the responsibility to direct their own learning processes, a characteristic evident in the students' responses. However, the lower score in variable C6 (trying to do difficult assignments individually without friends' help) for Class REF 1B highlighted a potential area of weakness. This contrasted with the findings which emphasized the importance of self-efficacy and indepence in sel-regulated learning (Pintrich & De Groot, 2003). Students' reluctance to tackle difficult assignments independently could indicate a lack of confidence in their problem-solving abilities or a reliance on collaborative learning strategies, which, while beneficial, may hinder the development of individual critical thinking and problem solving skills.

CONCLUSION

Based on the findings, Flipped-Classroom approach emphasized its multi-faceted benefits and its potential to improve lecture-dominated instruction. The research strongly supported the effectiveness of Flipped-Classroom in enhancing students' academic achievement, motivation, and self-directed learning. These findings were particularly noteworthy as they collectively address three critical educational outcomes that previous research often examined in isolation. By simultaneously considering these three outcomes, this research provided a more comprehensive understanding of Flipped-Classroom's impact.

The first outcome was the significant improvement in students' academic achievement which indicated a substantial positive shift, not only a rise in overall performance but also more consistent academic results among students. This resulted from the English learning and teaching material relevance and effectiveness in meeting students' academic needs. Besides, this was also resulted from high motivation level, especially intrinsic motivation, driven by competence, autonomy, and relatedness. Finally, this was resulted from students' frequent engagement in self-directed learning behaviour.

In conclusion, this research simultaneous examination of these outcomes provided a holistic view of Flipped-Classroom's potential to improve educational practices. It emphasized the need for quality implementation. It also emphasized the need for quality implementation and contextual consideration to maximize its effectiveness. The positive results reinforced Flipped-Classroom as a promising approach to foster an engaging, supportive, and effective learning environment.

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THE TRADITIONAL GAME OF AMPAR-AMPAR PISANG AS FUN AND EFFECTIVE ENGLISH TEACHING MEDIA

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Abstract : Language learning in elementary schools is the main milestone in training learners' English language skills based on local wisdom, including with traditional game learning media. Ampar-Ampar Pisang is a traditional Banjar game that is popular in Indonesia because it is easy to play. Through this game, learners can learn the English vocabulary of colors, numbers, and body parts. The purpose of this research is to describe the traditional game Ampar-Ampar Pisang, which is used for English learning media, as a fun and interesting learning medium for learners. This game can increase their motivation to learn English. This research used the literature study method. The stages of this research go through five steps, namely: 1) understanding the data; 2) data summary; 3) data classification; 4) data description; and 5) data analysis. Data sources are various libraries or references relevant to the study. The results showed that the traditional game of Ampar-Ampar Pisang is useful for creating a fun learning process, introducing the cultural values of the Banjar Community to students, and maintaining local wisdom.

Keywords: *Game, Traditional, Media, Learning*

INTRODUCTION

Learning English in elementary school is essentially a process of planting the seeds for children to master this global language in the future. In Indonesia, English is generally the third language studied by students because the mother tongue comes from a regional language and the second language is Indonesian. The process of learning English is not only about pursuing grammar and vocabulary skills, but also about building a love of language and opening a window to a wider world (Yulianto, 2023). In the learning process, it is important to consider the local cultural context so that learning is more meaningful and relevant for students. Local wisdom-based English language learning

exists as a solution for integrating local cultural values into the English language learning process.

Learning English in elementary schools is the main milestone in training students' English skills based on local wisdom, including using traditional game learning media. Learning through playing activities is popular (Apriyani et al., 2021; Fadlillah, 2017). Learning through play is one of the most effective learning strategies to attract interest and increase students' involvement. Playing is not only fun, but it also helps students learn more easily and effectively.

Ampar-Ampar Pisang is a traditional Banjar game that is popular in Indonesia because it is easy to play. This convenience is because you don't need additional equipment to play it. Participants in the game only need to stretch their legs, sit in a row, then sing the song Ampar-Ampar Pisang, led by one of the participants. The game leader will take turns holding the participants' feet. When the singing ends, the movement of the hand holding the participant's leg must stop. At that time, the last participant's legs must be folded, which means he loses the game. The winner of this game is the participant who folds his legs last. The advantage of the Ampar-Ampar Pisang game is that it contains local wisdom values which can instill positive character in students.

Research on the traditional game Ampar-Ampar Pisang in language learning and instilling character values was carried out by Cahaya (2016), Dzambiyah et al. (2023), Khairunnisa (2022), and Sari et al., (2018). Everyone agreed that, in the midst of rapid technological and digital developments, it is very important to revive traditional games as a learning medium to maintain the cultural values and local wisdom of the community. By conducting literature studies, interviews, and observations at schools, the traditional game Ampar-Ampar Pisang is considered an effective medium for language learning. The difference between this research and this research is that the focus of the study is on learning English using the local wisdom of the traditional game Ampar-Ampar Pisang. The approach is taken from an ethnopedagogical perspective by comparing the results of previous research and highlighting aspects that have not been described in previous research.

The aim of this research is to describe the traditional game Ampar-Ampar Pisang as a fun and interesting learning medium for students. This can increase their motivation to learn English. The songs in the game can be modified into English, so that learning is more contextual and interesting. The expected benefits from the results of this research are that for students, it can become a learning model and provide a pleasant learning experience; for teachers, it can be an option and reference in using learning methods; and for researchers, it is useful as a basis for further research, such as analyzing symbolic meaning in the traditional game Ampar-Ampar Pisang.

METHOD

The research used a literature study method with an ethnopedagogical approach. This is based on the selection of the traditional game Ampar-Ampar Pisang as a fun and effective English language learning medium. In line with this idea, Noortyani (2023) said that local knowledge can be used as a source of innovation and skills in learning media. The stages of this research go through 5 steps, namely: 1) understanding the data; 2) data summary; 3) data classification; 4) data description; and 5) data analysis. Data sources are various libraries or references relevant to the study.

FINDING AND DISCUSSION

Indonesia has extraordinary cultural riches, including various kinds of traditional games spread throughout its territory. Traditional games are fun activities for entertaining, maintaining a neighborhood, and social comfort (Rusiana & Nuraeningsih, 2016). These games are not only fun, but also have many benefits for children, such as training dexterity, coordination, cooperation, and sportsmanship. From Sabang to Merauke, we can find various kinds of unique and interesting traditional games. In Java, there are games such as jump rope, hide and seek, and engklek. In Sumatra, there are games such as salted pole and tug of war. In Kalimantan, there are games such as cuk-cuk bimbi and ampar-ampar banana. In Sulawesi, there are games such as horse racing and traditional football. In Papua, there are games such as archery and burning stones.

This traditional game is usually played by children at home, school, or in parks. These games are also often played at traditional events, such as festivals and celebrations. There are games that use certain tools that are even characteristic of a tribe, such as balogo, there are also games that don't require any tools, only using body parts, such as hide and seek and throwing bananas. It is very important to preserve traditional Indonesian games so that the younger generation can know and play them. These games are one of Indonesia's cultural treasures that need to be protected and preserved, because they reflect the characteristics of a region (Santoso et al., 2023). Apart from the benefits for children, traditional games also have high cultural value. These games reflect the noble values of the Indonesian people, such as cooperation, sportsmanship and love of the country.

The results of this research indicate that the Ampar-Ampar Pisang game can be used as an effective and enjoyable English learning medium. Ampar-Ampar Pisang, which is sung in traditional games, is one of the Banjar songs that is popular nationally (Hadi, 2021). This song contains elements of the Banjar language, thus contributing to the characteristic values of Banjar itself. According to Hadi, the use of the Ampar-Ampar Pisang song in the realm of morality and ethics in traditional games contains the values of honesty, mutual cooperation, and discipline. Meanwhile, in the political realm, social institutions can become a space for children's education.

Songlyrics of Ampar-Ampar Pisang:
> *Ampar ampar pisang*
> *Pisangku belum masak*
> *Masak sabigi dihurung bari-bari*
> *Masak sabigi dihurung bari-bari*
> *Mangga lepak mangga lepok*
> *Patah kayu bengkok*
> *Bengkok dimakan api, apinya canculupan*
> *Bengkok dimakan api, apinya canculupan*
> *Nang mana batis kutung Dikitip bidawang*
> *Nang mana batis kutung Dikitip bidawang*
> *Ampar ampar pisang*
> *Pisangku balum masak*
> *Masak sabigi dihurung bari-bari*

Masak sabigi dihurung bari-bari
Mangga ricak mangga ricak
Patah kayu bengkok
Tanduk sapi tanduk sapi kulibir bawang
Tanduk sapi tanduk sapi kulibir bawang
Nang mana batis kutung dikitip bidawang
Nang mana batis kutung dikitip bidawang

In Bahasa Indonesia:

Susun-susun pisang
Pisangku belum masak
Masak sebuah, dipenuhi bari-bari
Masak sebuah, dipenuhi bari-bari
Manggalepak, manggalepok (bunyi dahan/kayu yang patah)
Patah kayu yang bengkok
Yang bengkok dilalap api, apinya hampir padam
Yang bengkok dilalap api, apinya hampir padam
Yang mana kaki buntung, dipotong bulus
Yang mana kaki buntung, dipotong bulus
Susun-susun pisang
Pisangku belum masak
Masak sebuah, dipenuhi bari-bari
Masak sebuah, dipenuhi bari-bari
Menggericak, menggericak (bunyi dahan/kayu yang patah karena diseruduk sapi)
Patah kayu yang bengkok
Diseruduk sapi, diseruduk sapi, kulit bawang
Diseruduk sapi, diseruduk sapi, kulit bawang

In English:

Arrange the bananas
My bananas aren't ripe yet
Cook one, fill it with bari-bari
Cook one, fill it with bari-bari
Manggalepak, manggalepok (the sound of branches/wood breaking)
Broken bent wood
The crooked one was engulfed in flames, the fire was almost extinguished
The crooked one was engulfed in flames, the fire was almost extinguished
Where the legs are stumped, cut off with feathers
Where the legs are stumped, cut off with feathers
Arrange the bananas
My bananas aren't ripe yet
Cook one, fill it with bari-bari
Cook one, fill it with bari-bari
Grumbling, gurgling (the sound of branches/wood breaking due to being rammed by a cow)

Broken bent wood
Being rammed by a cow, being rammed by a cow, onion skins
Being rammed by a cow, being rammed by a cow, onion skins

Khairunnisa (2022) states that the traditional game Ampar-Ampar Pisang is useful in honing speaking skills. While playing Ampar-Ampar Pisang, the teacher can combine it with the talking stick method, where when the song ends and stops at one of the participants' feet, the teacher can ask questions that must be answered by the students, and then the game continues if the questions can be answered correctly. Khairunnisa (2022) explained that this game contains a story that begins with one of the Banjar people's habits of processing bananas into "rimpi." Rimpi are processed bananas that are very ripe, dried in the sun for several days to dry until they develop a fragrant aroma and sweet, sticky taste. When drying, the bananas are arranged (laid) on a pedestal. Sometimes, when they are dried in the sun, bananas are attacked by insects, which the Banjar people call "bari-bari". Bari-bari, or in Latin vinegar fly, or another name, is called fruit fly or vinegar fly, because it often swarms/perches on fruit.

By playing the Ampar-Ampar Pisang game, the students need to finish the task given by answering the questions orally and spontaneously. Here, they try to explore their speaking skills and have fun during the game. This game doesn't only require physical movement but also communication between the students and teacher when delivering and answering the questions. It means that the Ampar-Ampar Pisang game is one example of a communicative language game.

Research showed that communication language games can make learning English as a foreign language (EFL) more interesting, enjoyable, boost students' confidence, motivate and rewarding for students. These games can also help students to develop their cooperation, healthy competition and foster the communication among students (Elsa et al., 2021; Harmer, 2015; Maryam, 2020; Phillips, 1993). (Talak-Kiryk, 2010) highlights that communication games also gives more advantages in the EFL classroom. These include boosting students' awareness of sound patterns (phonological conscience) and listening skills (auditory perception), fostering creativity, and strengthening memory for sequences of words. In other words, communication games not only enhance fluency and vocabulary acquisition but also refine other cognitive abilities. So we may conclude that, as a communicative game, Ampar-Ampar pisang offers some advantages for students to develop their speaking skill.

Figure 1. Vinegar fly

According to Sari et al. (2018), Ampar-Ampar Pisang is a traditional game that does not require equipment to play. By using the sariswara method proposed by Ki Hajar Dewantara, learning using the traditional game Ampar-Ampar Pisang can build children's character, such as honesty, cooperation, and never giving up. The sariswara method is a combination of songs, literature, stories, movement, and art. In line with what was stated by Cahaya (2016) and Rusli et al. (2023), the traditional children's game Ampar-Ampar Pisang, apart from being a medium for character learning, is also a motivation for learning at school. Furthermore, Dzambiyah et al. (2023), stated the same thing: through the Ampar-Ampar banana game as a learning medium based on local wisdom, children are instilled with character values such as having a social spirit, daring to lead, being able to speak, and caring for others.

Another benefit of the traditional game Ampar-Ampar Pisang is for students' motoric, social, moral, and cognitive development. As stated by Maulida (2020), through playing Ampar-Ampar Pisang, children can optimize the development of fine motor skills. Maulida applied this game to 4 young children using the drill learning method. By repeating playing activities while singing, she concluded that the game Ampar-Ampar Pisang can optimize children's fine motor skills. In addition, Sholeh (2017) analyzed traditional games from the perspectives of religious moral development, social emotional development, cognitive development, and motor development. According to him, the Ampar-Ampar Pisang game can instill an attitude of respect and love for friends. In the social aspect, banana ampar-ampar can train the ability to socialize with other people, provide a sense of joy, enthusiasm, and a positive attitude in children, and teach them to obey the rules of the game. Apart from that, of course this game is very beneficial for aspects of language development through singing and also motor aspects because in the game there are movements of extending your legs, folding your legs, and holding the legs of friends while playing. In line with those ideas, Ali (2023) explains that traditional games can improve eye, hand and foot coordination.

The interesting things about Ampar-Ampar Pisang are not just games and songs. Ontologically, South Kalimantan is known to have a religious society, and this is reflected in aspects of its people's lives. Practicing the sunnah taught by the Prophet Muhammad SAW is part of the life of the Banjar people. Among them is getting used to not throwing away food and finishing it. However, abundant natural conditions, such as the ease of growing banana trees in South Kalimantan, have resulted in the production of very large bananas. People process bananas into various foods, including preserving them so they can be stored and last a long time. This preservation method later became the history of the Ampar-Ampar Pisang song, because bananas are processed by drying them in the sun for several days or can also be smoked. When drying or during the smoking process, the bananas are arranged or laid on a wide, flat container. Therefore, it is called Ampar-Ampar Pisang.

Mahendra (2023) analyzes the song Ampar-Ampar Pisang from a paradoxical aesthetic perspective. He explained that the song Ampar-Ampar Pisang has musical elements, namely: 1.) This song is a 2-part song (A, A', B, B). 2.) Time signature = 2/4; 3.) Tempo = allegro moderato; and 4.) Scale = C = Do. Next, Mahendra described the aesthetics of Ampar-Ampar Pisang as follows:
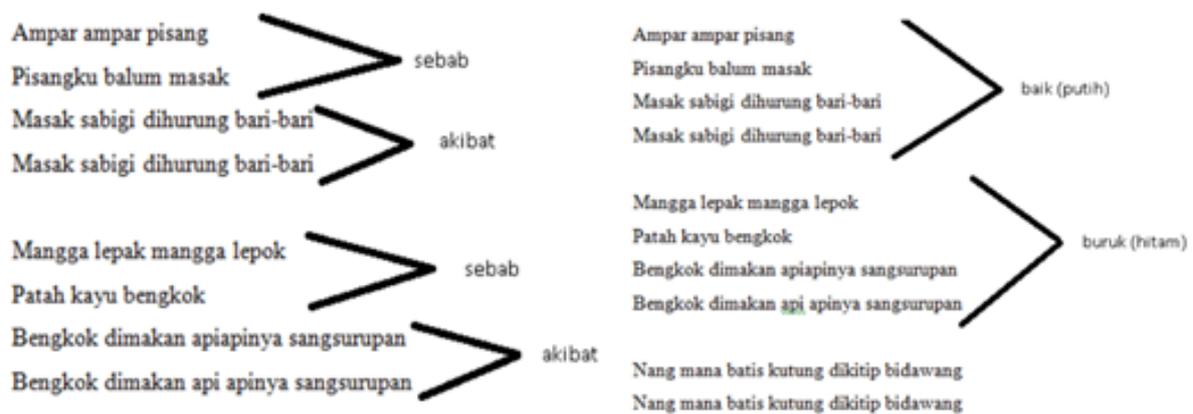
Figure 2. Aesthetics of Ampar-ampar Pisang

CONCLUSION

Based on the description above, it can be concluded that the traditional game Ampar-Ampar Pisang can be used as an effective and enjoyable English learning medium. This is supported by the ease of playing the game and the possibility of the game being modified linguistically and with other learning methods.

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CHARACTER EDUCATION VALUES WITHIN THE NOVEL HARRY POTTER (AN INVESTIGATION OF ELT POTENTIAL MEDIA)

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Abstract : This research was conducted based on curiosity about the excessive phenomenon that involved the lack of ability of young students to present themselves as good character learners; it aimed to elaborate on the character education values infiltrated by the author into the novel; the research was conducted as qualitative research with library research methods, documentation data collection methods, and data triangulation as the data analysis method; the result of the study is as follows: (1) Indonesian government has standardized the character education into 18 values, consists of: religious, honest, tolerant, discipline, hard work, creative, independent, democratic, curiosity, national spirit, nationalism, appreciate achievement, communicative, peace-loving, fans of reading, environmental concern, social concern, and responsible; (2) the values of character education have very important role in English Language Teaching (ELT) process because they help to developing students' positive behaviors toward their teacher and toward their responsibility on their own success in English learning; and (3) it showed strong analogous with the national education system that can be utilized in providing the role model for the students; this finding does not provide the reference about the implementation process and the challenges to utilize the novel as character building media, therefore, the researchers should do further study on that matters.

Keywords : *Character Education Values, English Novel, ELT, Harry Potter Novel.*

INTRODUCTION

Education is an essential aspect of nation- and state-building because education is the key to shaping the next generation. Government Regulation Number 20 Year 2003 emphasizes that education is a premeditated conscious effort with the goal of realizing the learning atmosphere and learning process that can motivate the learners to be (1) active in developing their potential, (2) active in building up their religious-spiritual strength, (3) active in building up their self-control, (4) active in building up their noble personality, (5) active in building up their intelligence, (6) active in building up their noble character, and (7) active in gaining the required skills for themselves, society, nation, and state (Presiden RI, 2003). The appropriate learning process for students requires a system designed seriously by all concerned parties so that the national education goals can be achieved ultimately.

Indonesian national education aims to develop the potential of students to become humanized humans who believe and are devoted to God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Presiden RI, 2003). Therefore, the learning process in Indonesia is designed based on the curriculum that has been approved and determined by the government. The appropriate learning process requires a system that is designed seriously by all concerned parties so that the national education goals can be achieved ultimately.

The education system, which is imposed by the state, provides strategies, methods, and procedures to achieve educational goals that have been planned; it is stipulated in the supporting regulations and the guidelines. The results of education system enforcement can be seen in the level of intelligence, skills, characteristics, and spirituality of the learners who have received the implementation of strategies, methods, and procedures of that system. A concrete example of this description can be seen in the education and training of Paskibraka (pasukan pengibar bendera pusaka/Indonesian Flag-Raising Troops), which was based on a military discipline education strategy. The implementation of this type of education has succeeded in delivering Frans Timothy Prawira Siallagan, a student of SMA Kebangsaan Lampung Selatan, who became a member of Pasukan Pengibar Bendera Pusaka (Paskibraka) Nasional 2023 at Istana Negara (Dyah, 2023). He succeeded in showing that he had a nationalist spirit, was mentally strong, disciplined, and able to determine himself as a hard worker of the young generation. Another example of the results of education and training on the basis of military discipline for Paskibraka has formed Hari Rubiyanto to be the Head of Budgeting of Finance Revenue Management and Asset (DPPKAD) Department of Subang Regency, who has a conscientious character, is disciplined, not easily discouraged, never gives up, and does maximally and optimally at work (Muslimah, 2015). These types of positive characters are expected to be established through the national education system and require being well programmed as a national character education category.

Character education is an education that aims to strengthen the character of students through the harmonization of heart, feeling, thought, and sports with involvement and cooperation between educational units, families, and society (Presiden RI, 2017). Character education is the foundation and main spirit of education. As stated in the Nawacita document, the government is planning a revolution in the nation's character (Bustan & Alfikalia, 2019). The urgency of character education has to be considered by every party, especially academicians and educators; otherwise, the failure to implement it will continuously cause fatal impacts, as reported in the following cases: 1) online game addiction triggered a child to carry a knife and hit his mother's face; therefore, he has to be sent to a mental hospital (Wirawan & BBC NEWS, 2019); 2) a student of SMK was reported to have become the dead victim in the incident of student brawls on October 26, 2016 in Bekasi (Kompas.com, 2016); and 3) bullying behavior often occurs in teenagers' friendship circles, especially among those who have similarities in psychology, social, and personal preferences and desires (Permata & Nasution, 2022). Those cases made it clear how important it is to consider character education as one of the critical points of value to be achieved in education's primary goal.

Many previous studies focused on character education that can be a solution to the problem, and some of them have collaborated character education or character building with language learning because the effort to help students build their positive and strong character is not necessarily done separately from another subject of study. Some previous studies that have become the basis of this current research consist of: 1) Qualitative research that investigated the use of computer-animated short films by Pixar Animation Studios for teaching English as well as students' character building through textual analysis has found that utilizing short films in English lessons is a powerful method for fostering critical thinking skills and promoting character education among students. The research underscores the significance of imparting valuable life lessons from the vantage points of both parents and children, as well as the significance of friendship. Integrating these themes into English lessons is an excellent approach to augmenting students' language skills while also cultivating their character. Short films offer a compelling and entertaining approach to educating students in the present-day context. (Hutapea & Suwastini, 2019) 2) Dumbledore, one of the characters in the Harry Potter movie described, has characteristics such as being wise, gentle, kind, mysterious, knowledgeable, caring, and understanding. He gives influence to Harry, his friends, and the reader (of the novel version of the Harry Potter serial movie) to follow his character, so they become more brave, smart, and caring to face their problems (Aristo & Sijono, 2018). ; 3) Puspitawati et al. (2017) urged that character education in the serial novel of Harry Potter by J.K. Rowling (the base story of the Harry Potter serial movies) can be used as an example to the students in learning to discuss and strengthening character education, it will build personality with the mindset, attitude, behaviour, interest and creativity; and 4) Harry Potter and the Prisoner of Azkaban movie gives good teaching that giving the students a chance to try answering the question material of study until the answer is correct; and it gives them the real situation of what they learn about in practice so the student can gain improvement, not only following the material (Nurokhman et al., 2019).

Those previous studies focused on the investigation and elaboration of the impact of the research media that they selected on the student's character; some of the studies were collaborated by the English learning subject; however, they did not explore the response of character education values within the Harry Potter novel to the national character education values in Indonesia and collaborate it with the investigation on the novel potential to be used as English Learning and Teaching (ELT) media. Therefore, this current research has focused on character education values and the potential of the ELT media in the Harry Potter novel. The study aimed to explore the character education values within the novel Harry Potter to investigate ELT potential media. In order to be able to find the elaboration of it, the research question statements were compiled as follows: 1) How does the Indonesian government standardize character education? 2) How does the Harry Potter novel present the values of character education as well as ELT media? 3) How do the values of character education, which Harry Potter represents, respond to national education systems? Those research questions have become the objectives of the research, and the collected data required theories to be utilized as the analyzer; the theories used in this research consisted of cognitive dissonance theory and Thorndike stimulus-response theory.

LITERATURE REVIEW

Some concepts and theories need to be clarified in order to achieve the correct comprehension of the research design. The concepts and theories consist of standardizing character education values, the *Harry Potter* novel, ELT, Cognitive Dissonance Theory, and Thorndike Stimulus-Response Theory.

The first clarification is about the definition of standardizing character education values. Standardizing character education values refers to defining standardization, character education, and values. Standardization is one of the tools that can be applied to the organization's continuous improvement (Mĺkva et al., 2016). Standard means level of quality, and standardized means an arrangement to make objects or activities of the same type have the same features or qualities (Oxford, 2024); character education can be defined as a systematic and programmed conscious effort to train and completely develop students' potential, to instill and familiarize students with commendable habits so that they will be able to carry them out continuously and spontaneously (Kusumawati, 2016). It is not the same as behavior control, discipline, training, or indoctrination because it is much broader in scope and has much more ambitious goals (Novianto & Meidasari, 2018); the last word is value, which means the quality of being useful or important (Oxford, 2024). So, standardizing character education values can be defined as arranging character education values to the approved quality level.

The second clarification is about the Harry Potter novel. Harry Potter is a series of English novels written by J. K. (Joanne Kathleen) Rowling, a British author born on July 31, 1965, in England (Rowling, 2016). This research limited the investigation to the third series of the novel entitled Harry Potter and the Prisoner of Azkaban. The novel illustrates the chronicled life of a young wizard named Harry Potter, with the main story focusing on Harry's struggle against Lord Voldemort, a dark wizard. The genres of the novel are fantasy, drama, mystery, thriller, adventure, and horror.

The third clarification is about ELT. The term ELT in this research stands for English Learning and Teaching, which refers to the collaboration of teaching and learning processes that involve teacher and student roles. English is a foreign language that has become one of the languages included in the Indonesian school curriculum because it plays an essential role in helping students master the international language that is mainly used as the communication language on the internet, the largest open digital knowledge repository in the world. The use of English for international communication, such as in the Indonesian education system, categorized the language as English as a Foreign Language (EFL), and its elements consisted of grammar, vocabulary, pronunciation, and the study of meaning (Harmer, 2007a). Those elements are included in the language learning process to achieve four skills of English proficiency, which consist of reading, writing, listening, and speaking (Harmer, 2007b). The learning process should be employed based on concern for each student's unique and authentic aspect to better support student motivation in learning (Sani, 2014), because the success of English language teaching depends on English teachers' potential, excellence, skills, and updated knowledge. It means teacher innovation is a requirement to equilibrate to the rapid world changes due to globalization, which the young generation nowadays adapts to (Baghel & Tiwari, 2013).

The fourth clarification is about Cognitive Dissonance Theory. The theory of cognitive dissonance clearly states that individuals experience conflicting attitudes, beliefs, or behaviors. For example, when people engage in smoking (behavior) while being aware of its cancer-causing effects (cognition), they are undoubtedly in a state of cognitive dissonance. (Mcleod, 2023). This theory was established by Leon Festingger (1957) and influenced by Kurt Lewin's field of psychology theory, which refers to the concept of consistency in human cognition introduced by Jean Piaget. Lewin emphasized that, in principle, human personality consists of elements of consciousness interconnected in the field of consciousness. Festingger developed this concept into Cognitive Dissonance Theory, which emphasizes that if there is a conflict in a person's cognition, this situation will cause psychological discomfort or a discrepancy in cognition, which will cause dissonance (Hutagalung, 2015). This current research utilized the elements of cognitive dissonance, which consist of knowledge, belief, attitude, and behavior, to analyze the collected data about the values of character education as well as the ELT media represented by Harry Potter, the main character of the novel.

The fifth clarification is about Thorndike's stimulus-response theory. This theory was proposed by Edward Thorndike, who believed that learning boils down to two things: stimulus and response. In Pavlov's famous experiment, the stimulus was food, and the response was salivation. He believed that all learning depended on the strength of the relationship between the stimulus and the response. Stimulus-response theories attempt to explain the ways that human beings behave. The three concepts Thorndike developed while explaining the stimulus-response theory of learning were the Law of Effect, the Law of Exercise, and the Law of Readiness. The Law of Effect states that responses to stimuli are likely to be repeated if they produce a satisfying effect. If responses produce an unsatisfying effect, they are likely to be avoided. The Law of Readiness states that the relationship between stimulus and response is strengthened based on the subject's readiness to learn. Frequent connections between stimulus and response strengthen that connection, unless the response has an unsatisfying effect. In order to give appropriate stimulus to the students so that they are willing to respond, the lecturer has to understand the stage of the learning process (Practical Psychology, 2023). Stimulus and response are very influential, especially when children are in the learning process. Stimulus is the child's internal and external learning environment, which becomes the learning motivation; response is the result or impact of a physical reaction to the stimulant. Learning means strengthening the bonds, associations, stimulus-response behavioral traits, and tendencies (Fauziyah et al., 2024). Thorndike's law of effect links the selective effects of reinforcement to the strengthening process of a stimulus-response bond; these processes should be done separately (Nevin, 1999). This theory, when linked to language learning acquisition, shows that language proficiency acquisition can be achieved through repeated practice and a more systematic process; it is a way of learning that can improve young learners' memory. It encourages them to learn by giving continuous rewards and reinforcement. Moreover, the teachers do not have to take too long to explain the learning topics (Nazir, 2018).

METHOD

This research utilized a qualitative approach, library research method, documentation data collection method, and data triangulation as the data analysis method. The technique in collecting data was utilizing documentation on various data from digital and literature repositories; the instrument of the research was the researcher as the main instrument and supported by the instrument in the form of questions that related to the research problem statements and utilized a laptop and note taker as a tool of data collector. The data was secondary because it was collected from indirect sources, such as journal articles, books, reported news, and other related documents; therefore, the research subject consisted of a related static data repository.

The qualitative approach was selected in conducting this research because the collected data was in the form of words without emphasis on numbers; they were subjective because they can be interpreted differently from one person to another; the research examined each problem statement deeply in order to find the description of the final finding of the research; and because the findings of this research emphasized significance more than generalization. This qualitative approach was supported by the descriptive library method in the implementation of the research.

The current method of research is the library method because it focuses on researching the available repository data. The method can be categorized as a library method because the researcher was face-to-face with data documentation, the data was ready-made, the researcher did not collect the data by herself from the research field, the type of data was secondary data, which did not come directly from the first source, and the literature data condition was not bound by time and space because the data was static, never changed, and already recorded (in texts and movies). The library method requires documentation and data collection in order to systematically clarify the data categories and the findings.

The data collection method in this research was documentation from a specific data repository, which means each piece of data was taken from related and available data repositories and has been selected and documented as various collected data for the research. A technique called data triangulation was implemented to analyze the data. Data triangulation entails the use of multiple data sources to analyze each of the research data. Hence, the data analyzed in this research was analyzed by another data source (cross-checked data). Data triangulation in this research implicated various data from journal articles, books, and other documentation.

The qualitative data of this research required the instrument that best comprehended the object; therefore, the main instrument of this research was the researcher, considering the researcher gathered word data by herself from the data repository, did the analysis, examined the collection words in the data, and also established and developed questions' instruments for the documentation process of the library method, which was referred to as the note-taking purpose of collecting data systematically and objectively. Accordingly, it can be emphasized that the research subject was the static repository data, which became secondary data because it was collected from indirect sources. The process of collecting data was done by the researcher, supported by the questions' instruments related to the research problem statements, and a laptop and note-taking device were utilized as data

collection tools. The question lists compilation as the guidance instrument in the data-collecting process for each problem statement of the research written in Table 1, Table 2, and Table 3 as follows:

Table 1 Literature Documentation Guidance 1

National Character Education Values	Being Religious	Believe in God or goodness/kindness.
	Honest	Honesty in action and spoken words.
	Tolerance	Being patient with self, other people, and the environment.
	Disciplined	Discipline in following the rule.
	Hardworking	Never give up.
	Creative	Full of ideas.
	Independent	Having self-management.
	Democratic	Open-minded and accepting public decisions.
	Curiosity	Willing to explore interesting matters.
	National Spirit	Having the spirit to fight for the people.
	Loving The Country	Care and self-dedicate to the country (the place where we live).
	Appreciating Achievement	Being happy for every result of the fighting effort.
	Friendly/ Communicative	Love to make friends and always keep good communication with others.
	Love to The Peace	Always try hard to avoid conflict.
	Care to The Environment	Always try to protect the environment from destruction.
	Social Care	Showing empathy and sympathy.
	Responsibilities	Being responsible.
	Love to Read	Love to improve knowledge through reading activities.

Table 2 Literature Documentation Guidance 2

Principle	Knowledge	• Self-curiosity will promote self-motivation in learning English. • Good language proficiency will lead to good communication. • Good communication will impact social care.
	Belief	Self-appreciating achievement will self-motivate to learn seriously.
	Attitude	Being creative, disciplined, and responsible are positive attitudes for learning achievement.
	Behavior	Hardworking, independent, and loving to read will be self-motivated to take daily self-learning activities.

Table 3 Literature Documentation Guidance 3

| Elements of Thorndike's Stimulus-Response Theory | Stimulus | What kind of situation does the character's education value represented by *Harry Potter*? |
| | Response | How does Harry Potter represent the character's education values? |

RESULT AND DISCUSSION

Character Education Standardized by The Indonesian Government

Focus data for the first problem statement has been collected from the government of the Republic of Indonesia's legal document that emphasized the implementation of national character education values. The character education values in the national education system of the Republic of Indonesia consist of the following eighteen points: 1) being religious, 2) honest, 3) tolerance, 4) disciplined, 5) hardworking, 6) creative, 7) independent, 8) democratic, 9) curiosity, 10) national spirit, 11) loving the country, 12) appreciating achievement, 13) friendly/communicative, 14) love to the peace, 15) care to the environment, 16) social care, 17) responsibilities, and 18) love to read (Mendikbud RI, 2018).

Being religious in Indonesia implemented by giving the people the freedom to believe in God and worship Him according to their respective religions and beliefs; honesty is one of the noble characteristics asserted in each religion in Indonesia; tolerance is firmly established in this country where there are so many diversities among the people but still unite as one country and one nation; disciplined is the goal that has to be established to create a well-ordered country; hardworking is the critical and essential asset to achieve bright golden Indonesian future; creative is the essential character to avoid income disability; independent is the character that leads Indonesia become a big country, away from the possibility of being colonized by other countries in any aspect; democratic is the essential aspect in placing the people above personal interest; curiosity is the basis of knowledge development; the national spirit is the rescue from all civilian war attempt; loving the country is the strong motivation to build and develop the country to be a better place to live then other country else; appreciating achievement will train the people to respect self-achievement and others; friendly is the character that enables the ability to establish a social community for the good purpose; love to the peace is the critical value to establish security and stability of the country; care to the environment is the attitude that will lead to safe and prosperous environment to live in; social care is the basis of kindness among people; holding on the responsibilities will lead the people to be the great nation; and love to read is excellent habit to transform the people to a person that have wide open mind, intellectual, and wisdom.

The Importance of Character Education for ELT

Focus data for the second problem statement has been elaborated on using Cognitive Dissonance Theory. The Cognitive Dissonance Theory consists of (1) knowledge, (2) belief, (3) attitude, and (4) behavior. Those elements elaborated into the important aspects of character education for ELT, as illustrated in Table 4, as follows:

Table 4 the Importance of Character Education for ELT

Principle	Knowledge	• Self-curiosity will promote self-motivation in learning English. • Good language proficiency will lead to good communication. • Good communication will impact social care.
	Belief	Self-appreciating achievement will self-motivate to learn seriously.
	Attitude	Being creative, disciplined, and responsible are positive attitudes for learning achievement.
	Behavior	Hardworking, independent, and loving to read, will be self-motivated to take daily self-learning activities.

The comprehension of self-curiosity in some aspect of the English material of study will motivate students to learn more by themselves anywhere at any time until they are satisfied with the answer to their curiosity because, basically, humans will try to fulfill their need to find the answer to all questions that come to their mind; the intention to be able to communicate internationally using the English language will motivate students to learn hardly so they can achieve English proficiency which will lead them to be able to show social care to people from other countries.

Self-appreciative achievement is a self-belief to do the best for any goal that someone intends to achieve. When the students have this belief, they will be led to make the effort to learn seriously to gain the level where they can be proud of themselves. The attitude of being creative in the field of EFL means that students have many strategies for learning English. Meanwhile, being disciplined and responsible will lead them to focus on the learning track; they will never stop until they gain what they intend to achieve.

The behavior of hardworking, independent, and loving to read will become positive habits of the students if they establish these characters' education values within themselves. This habit in ELT will make the students never give up on studying the English language. Amri et al. (2020) proclaimed that study habits and English learning achievement had a significant correlation; this indicates that study habits have an essential role in students' English learning achievement.

Based on the analysis of the second research problem and the and the collected data, it can be elaborated that character education plays a very important role in ELT because positive knowledge, belief, attitude, and behavior will lead the students to excellent habits that support them to transform and become strong, dedicated English learners. These character values must be built within the students because it is difficult for the teacher to see each student's character. Teachers have difficulties understanding students' character because the students come from different backgrounds and because of teachers' lack of knowledge and character education training (Aghni et al., 2020).

The Response of *Harry Potter* Character Education Values to National Education System

Focus data for the third problem statement has been elaborated on using Thorndike's Stimulus-Response Theory. The theory consists of the elements of 1) stimulus and 2)

response, which has been elaborated into the response of *Harry Potter* Character Education Values to the National Education System, as illustrated in Table 5, as follows:

Table 5 The Response of *Harry Potter* Character Education Values to National Education System

Elements of Thorndike's Stimulus-Response Theory	**Stimulus**	In one of the situations, the author illustrated *Harry Potter* as an orphan who has to live with his uncle, Dursley's family, and they do not treat *Harry* with love and compassion. There are so many times that *Harry* has to study and do his homework with difficulties because his uncle never let him study in peace (Rowling, 2014).
	Response	In response to that situation, the author illustrated that *Harry* never gives up on studying or doing his homework, even though he must do it under his blanket. This part shows the character of hard work and creativity (Rowling, 2014).
	Stimulus	As an orphan, which means *Harry* is not a rich boy, he often met difficulties fulfilling his need for education support (Rowling, 2014).
	Response	As a response, *Harry* autonomously learns and practices all of the study materials given by his teachers to cope with the limited education support from his uncle's family. He shows independence and a disciplined character. He never sits and lets himself be drawn by the feeling of disappointment. Instead, he shows strong character and good habits as he loves to read to fill his unlucky situation with something worth it for his intelligent mind (Rowling, 2014).

The analysis shows that the character education values represented by Harry Potter respond positively to the national education values emphasized by the Indonesian national education system. Harry Potter, the main character of the novel, is illustrated by the author as a young student with the characteristics of loving to keep a peaceful life, being creative in making solutions for study, being independent in study, being disciplined to learn and practice, being responsible for his study, loving to read to develop his knowledge, and being a hardworking student who always fights hard to achieve his goal of his study.

CONCLUSION

Indonesia's national education system guidelines character education with eighteen values consisting of being religious, honesty, tolerance, disciplined, hardworking, creative, independent, democratic, curious, national spirit, loving the country, appreciating achievement, friendly/communicative, loving peace, taking care of the environment, social care, responsibilities, and loving to read. Those values are infiltrated within the characteristics of Harry Potter, the main character of the English novel by J.K. Rowling. Character education values are essential aspects of ELT because they help students establish good character and be dedicated to learning the English language seriously. The character education values represented by Harry Potter respond positively to the national education values emphasized by the Indonesian national education system because the author illustrates him with the characteristics of loving to keep a peaceful life, being creative in making study solutions, being independent in

the study, being disciplined to learn and practice, being responsible for his study, loving to read to develop his knowledge, and being a hardworking student who always fights hard to achieve the goal of his study.

It can be concluded that character education values within the novel Harry Potter and the Prisoner of Azkaban show strong analogies with the national education system; it can be utilized in providing a role model for the students, and the novel also has a very good possibility of being utilized as an ELT medium because the language used by the author to present the story is English, which means there are so many English sentences that students can use to learn, as well as the vocabularies and meaning of the meaning of the English sentences.

This finding does not provide a reference for the implementation process or the challenges of utilizing the novel as a character-building medium. Therefore, the researchers should conduct further studies on that matter.

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AN EXPERIMENTAL INVESTIGATION INTO THE EFFECTIVENESS OF VOCABULARY SELF-COLLECTION STRATEGY

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Abstract : The Vocabulary Self-Collection Strategy is one of the fundamental tools for English language learners to help them master the vocabulary through systematic exploration of the utilization of words aligned with their prior knowledge and interests. This study investigates the effectiveness of using the Vocabulary Self-Collection Strategy on students' English vocabulary mastery at a high school level in Bandar Lampung. The experimental research, utilizing a pre-test and post-test design, was conducted. Two classes of the 11th graders, one for the experimental class and one for the control class, were selected by cluster random sampling. The results of the hypothetical test indicated that the sig. (Pvalue) or sig. (2-tailed) of the unequal variance was 0.000 and the α was 0.050. Given that Sig. (Pvalue) < α, it can be concluded that the Strategy Vocabulary Self-collection Strategy has a significant influence, and thus the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected. Furthermore, the data showed that the students performed higher on the vocabulary test when they employed this strategy. It has been demonstrated by the fact that the mean score in the experiment class is 76, while in the control class it is 51.2. Therefore, we can conclude that this is an effective teaching technique.

Keywords : *Quasi-Experimental Research, Students' Vocabulary Mastery, Vocabulary Self-Collection Strategy*

INTRODUCTION

Vocabulary plays a fundamental role in language proficiency, acting as the foundation for effective communication and understanding in both oral and written forms. The process of how individuals learn, remember, and use vocabulary has been a subject of interest in various fields such as literature, linguistics, education, and applied

linguistics.

A vocabulary word is a word that has meaning and might be arranged into a phrase, clause, or even sentence. By having a sufficient vocabulary, it can help the students be able to speak and write. No wonder vocabulary is considered a key to improving students' language skills. Although structure and grammar are essential, without enhancing vocabulary, students will find it hard to develop their ideas, and they will just use limited words while speaking and writing. In order to be able to communicate well, especially where English is the second language, people should master vocabulary. Vocabulary should be mastered by the students, and there are a lot of things that they can do to get more vocabulary.

According to Thornbury (Thornburry, 2002), a native speaker typically possesses a vocabulary of approximately 20,000 words, while a proficient English learner who has dedicated several years to studying the language only acquires knowledge of about 5,000 words. Thornbury further asserts that an English learner would require approximately 18 years of learning to attain the same vocabulary level that native speakers effortlessly acquire within a single year. The expert also suggests that students typically comprehend around 2,000 core vocabulary words. These words, known as defining vocabulary, are commonly found in monolingual dictionaries. Additionally, Thornbury introduces the concept of a seventh level of vocabulary, denoted as 13.

Based on the vocabulary scale provided, there is a correlation between the level of vocabulary and senior high school students. It is recommended that these students aim to have a vocabulary range of 2000–2500 words at an upper-intermediate level. Research conducted by MAN Kaur English teachers involved interviewing and distributing a questionnaire to class XI MIA I, which consisted of 33 students. The questionnaire, comprising 10 close-ended questions, revealed that the students were eager to learn English but required assistance with vocabulary due to their limited knowledge in this area.

LITERATURE REVIEW

Vocabulary

Vocabulary Mastery

Mastering the vocabulary is essential for English language learners as the foundation for using the target language. A foreign language learner will use the language to speak and write, so they need to understand words that they read or listen to.

Vocabulary mastery is where students are able to understand lists of words and their meanings. Students who acquire and retain vocabulary will understand the significance of speech context. It can also help to avoid mistakes in the second language. Mastery of English vocabulary is essential to learning a second language. When speech is insufficient, chances are people will not be able to develop good skills in English. It is impossible to communicate when they can use good grammar, no matter how they learn sound in the second language. If there are no words they understand from the diversity of meanings, it will be difficult for them to master a second language. The speech, the

language forms a skeleton, and the vocabulary provides vital organs and flesh to make the body shape (Harmer, 2005). In other words, the researcher can conclude that no matter how brilliant someone masters his English grammar, knowledge of vocabulary is useless because words are the basis that gives sentences meaning.

Learning vocabulary is considered a problem in remembering long lists of English words as a second language (Rohmatillah, 2014; Tungka, 2010; Carter, 1998). When we are more familiar with the vocabulary, we don't only know about the meaning of the word obtained for speaking or writing. When students learn a language, vocabulary is the most important thing to learn first.

Types of Vocabulary

Vocabulary plays an important part in language learning, taking precedence over the study of grammar, pronunciation, public speaking, writing, listening skills, and comprehension of linguistic meaning. There exist six distinct categories of vocabulary, namely word classes, word families, word formation, multi-word units, collocations, and homonyms. The classification is then further divided into simpler subcategories.

In word classes, there are several parts that can be included. It might have a large category where people can determine the word class from another branch of classification. A noun is a term utilized to identify entities such as individuals, locations, objects, emotions, qualities, or concepts. It serves as a substitute for nouns or noun phrases in order to avoid redundancy within a sentence. For instance, women, Jakarta, houses, dogs, Anna, freedom, anger, mountains, and many more. Everything in our surroundings can be classified as a noun, including a desk, computer, cell phone, garden, lamp, and numerous others. Nouns can be classified into another specific category, such as common noun, proper noun, abstract noun, concrete noun, countable noun, uncountable noun, collective noun, singular and plural noun. Besides, there are also some other parts, such as the pronoun, adjective, verb, adverb, determiner, conjunction, and interjection.

Vocabulary Self-Collection Strategy

Nature of Vocabulary Self-Collection Strategy

The Vocabulary Self-Collection Strategy is a cooperative framework that offers practice in recognizing and seeking out new vocabulary (22). The steps involved in the Vocabulary Self-Collection Strategy include word selection, term collection, word definition, and word list completion.

The Vocabulary Self-Collection Strategy was employed by the researcher in this study as a way for students to learn vocabulary. This strategy helps students become more adept and autonomous word learners by deepening their vocabulary knowledge (21). With this method of learning, students are free to gather words that they find fascinating and significant, retain them, and become proficient in them. According to its explanation above, the Vocabulary Self-Collection Strategy (VSS) is a teaching and learning method that aids teachers in helping students learn English and fostering students' engagement.

Teaching Vocabulary by Using Vocabulary Self-Collection Strategy

1. The researchers are engaged in the practical application of VSS (Visual-Spatial

Sketchpad) theories, specifically integrating principles from Antonnacy & O'Callaghan's framework and Haggard's theory. This instructional strategy involved a series of activities, including:

2. Group Formation: The researcher divides the students into several small groups, typically comprising four to five members each.

3. Text Analysis: Following a reading activity, students are tasked with working collaboratively within their groups to identify words or terms they wish to delve deeper into.

4. Vocabulary Identification: Learners are guided to discern the significance, necessity, unfamiliarity, and personal interest associated with various vocabulary items present in the text. Group members collectively strive to grasp the meanings of these selected words.

5. Vocabulary Selection: If the initial selection yields an excessive number of words, the vocabulary list is subject to refinement, with students' input and approval sought to narrow down the list.

6. Documentation: Students are instructed to record the chosen words in their vocabulary journals or on learning maps (such as chart paper).

7. Discussion Facilitation: The researcher fosters an environment where students' choices are respected and guides discussions regarding the meanings and rationale behind the inclusion of each word in the vocabulary list.

8. Presentation Preparation: Each group designates a spokesperson to write a selected word on white or chart paper and present it to the class. Presentations include details such as the word's location within the text, the group's interpretation of its meaning, and the rationale for its importance.

9. Language Flexibility: Students are encouraged to express themselves using a combination of English and their mother tongue if needed, to ensure clarity and fluency in communication.

10. Clarification and Expansion: The researcher supplements students' explanations by providing clear definitions of the chosen words and offering additional relevant information to enrich their understanding.

11. Group Presentations: Following each group's presentation, the teacher facilitates a collective discussion where students collaboratively select a subset of new words for further study and recording. This process aims to streamline learning and comprehension based on the teacher's and peers' explanations.

METHOD

Experimental research with a pre-test and post-test design was employed in this study (Sugiyanto, 2018). Two classes of 11th grade students were selected as the sample by using cluster random sampling. The total number of students who participated in this study was 34 in the experimental group and 35 in the control group. Data collection techniques used in this study were pre- and post-tests of vocabulary mastery, which were conducted before and after treatments. Each pre-test and post-test instrument comprises 25 questions, covering two vocabulary aspects: word formation and word meaning.

The data were then analyzed by using a hypothesis test to determine the significant influence of using VSS on students' vocabulary mastery.

RESULTS AND DISCUSSION

Result of Vocabulary Assessment in the Pre-test
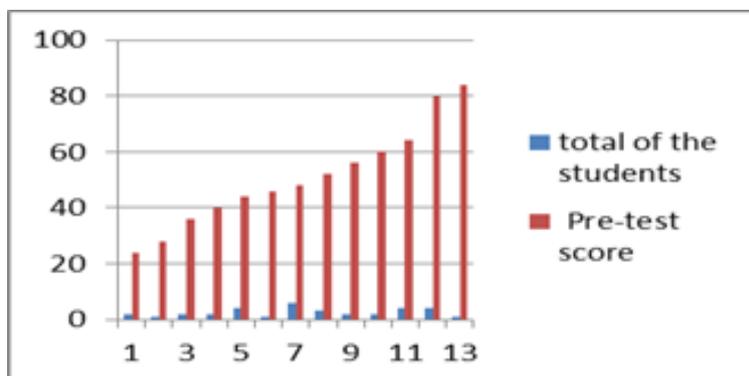
Figure 1 Experimental Class Pre-test Scores

In Figure 1, the distribution of scores for the experimental class pre-test is depicted. Notably, two students achieved a score of 24, one student attained 28, two students secured 36 and 40, and four students reached 44. Furthermore, one student received a score of a score of 46, while six students garnered a score of 48. Three students scored 52, two achieved 56 and 60, and four students obtained 64 and 80, with an additional student scoring 84. The diagram explains that scores ranged from the lowest at 24 to the highest at 84, with a concentration of students scoring 48. The mean score for the experimental class pre-test was 52.
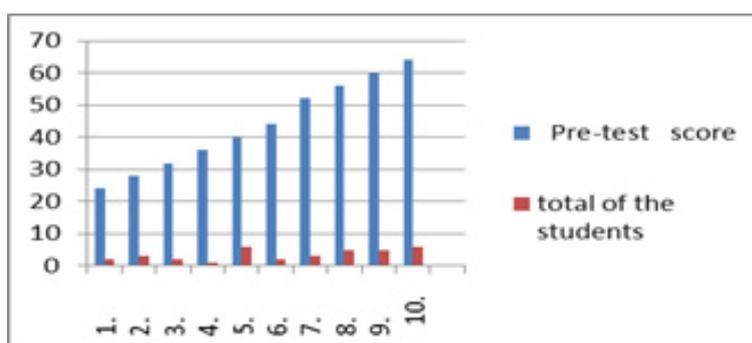
Figure 2 Control Class Pre-test Scores

Figure 2 illustrates the pre-test scores for the control class. Two students achieved 24, three students attained 28, two secured 32, and a sole student received a score of 36. Six students achieved a score of 40, two obtained 44, three secured 52, five achieved 56 and 60, and six obtained 64. The diagram demonstrates a pre-test score range from 24 to 64, with a mean score of 48.

Vocabulary Assessment in the Post-test
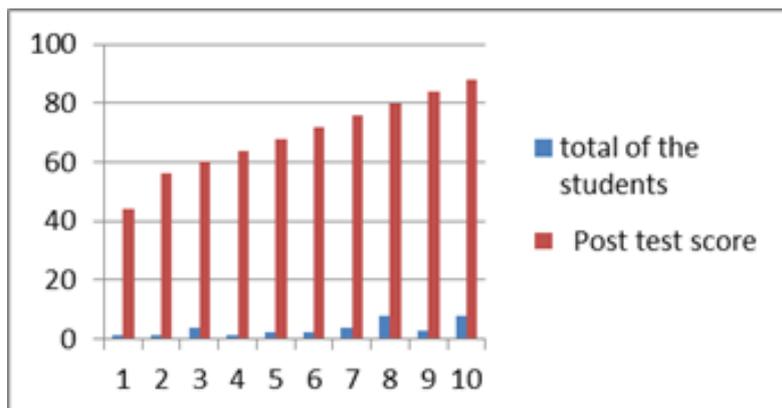
Figure 3 Experimental Class Post-test Scores

Figure 3 presents post-test scores for the experimental class. Notably, one student achieved 44 and 56, four students attained 60, one secured scores of 64 and 68, and two students reached 72. Additionally, four students obtained a score of 76, eight achieved 80 and 88, and three secured 84. The diagram showcases a post-test score range from 44 to 88, with a mean score of 76.
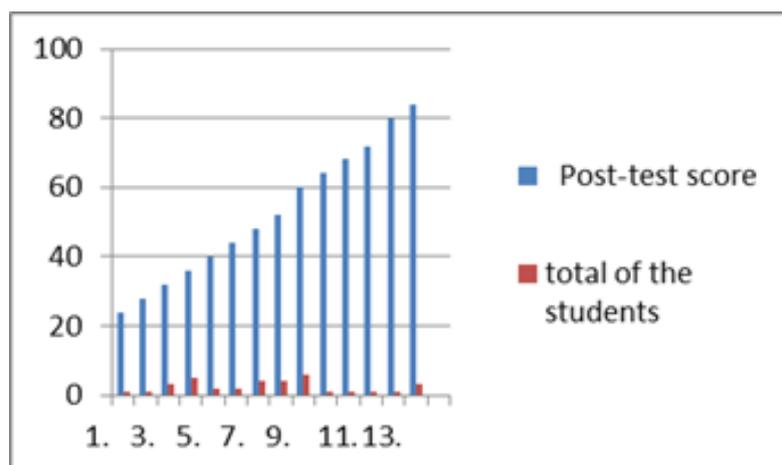
Figure 4 Control Class Post-test Scores

Figure 4 illustrates post-test scores for the control class. The diagram indicates scores of 24 and 28 for some students; three students secured a score of 32; two attained scores of 40 and 44; and four obtained scores of 48 and 52. Moreover, six students achieved a score of 60, one secured scores of 64 and 72, and three obtained 84. The post-test scores ranged from 24 to 84, with a mean score of 51.

This study employed a test as a research instrument, encompassing both pre-test and post-test evaluations. The Vocabulary Self-collection strategy was implemented in the experimental class, while the control class followed a conventional translation strategy. The average pre-test and post-test scores for the experimental class were 52 and 76, respectively. Conversely, the control class demonstrated average pre-test and post-test scores of 48 and 51. The discernible improvement in the experimental class suggests the efficacy of the Vocabulary Self-Collection strategy in enhancing students' vocabulary mastery, indicating a positive impact following the applied treatment.

Result of a Hypothetical Test

This t-test aims to determine the significant difference between the experimental and control classes. The researcher uses the t-test. Two-Sample Assuming Unequal Variances because the two variants have a different number of samples. The sample in the experimental class is 34 students, while the control class has a sample of 35 students.

Table 1. T-Test: Two-Sample Assuming Unequal Variances

	Post-test Experiment Class	Post-test Control Class
Mean	76.000	51.200
Variance	128.000	274.635
Observations	34.000	35.000
Hypothesized Mean Difference	0.000	
Df	60.000	
t Stat	7.278	
P(T≤t) one-tail	0.000	
t Critical one-tail	1.671	
P(T≤t) two-tail	0.000	
t Critical two-tail	2.000	

In statistical hypothesis testing, a P value ≤ 0.05 signifies the presence of a statistically significant difference between the pre-test and post-test scores in the experimental class, leading to the acceptance of the alternative hypothesis (Ha). Conversely, if the P value is ≥ 0.05, it indicates a lack of statistical significance, resulting in the acceptance of the null hypothesis (Ho).

Table 1 presents a P value of 0.000 for the comparison between the pre-test and post-test scores in the experimental class. Consequently, the derived conclusion is that 0.000 ≤ 0.05 affirms the existence of a statistically significant difference between the pre-test and post-test scores in the experimental class, thereby supporting the acceptance of the alternative hypothesis (Ha).

Following data analysis, it was established that the Vocabulary Self-Collection Strategy significantly impacted students' vocabulary mastery, as evidenced by discernible effects observed between the pre-test and post-test results. This aligns with the assertion made by Antonacci and O'Callaghan (2011), who describe the Vocabulary Self-Collection Strategy (VSS) as an interactive learning approach that involves identifying words from students' reading materials for subsequent discussion and sharing with classmates through presentations. The primary objective of employing the Vocabulary Self-Collection Strategy is to enhance students' comprehension of new words over the long term, fostering the assimilation of additional vocabulary. This strategy is designed to contribute to students' sustained motivation to learn new vocabulary, aligning with its overarching goal of facilitating the enduring acquisition of vocabulary.

Several factors contribute to reinforcing the validity of this research. The findings indicate a statistically significant impact of the Vocabulary Self-Collection Strategy (VSS) on students' mastery of vocabulary, underscoring the effectiveness of VSS in enhancing vocabulary learning. Additionally, the VSS strategy facilitates a profound understanding of conceptual knowledge, offering students opportunities to enrich and easily remember

words. The group-oriented nature of this strategy prevents monotony in learning, fostering engagement through collaborative learning experiences.

Despite these advantages, challenges emerged in the group learning aspect of VSS. It was observed that not all group members actively contributed to the required vocabulary collection. In two out of the four groups, some students delegated their work to peers, while others merely awaited the completion of group tasks. This phenomenon aligns with Bebee's (2003) theory highlighting potential drawbacks of group work, specifically the risk of some members excessively relying on others. Non-participation and a lack of contribution from certain group members emerged as prominent challenges, reflecting the inherent complexities associated with group dynamics.

Moreover, based on the analysis of item vocabulary on both the pre-test and post-test, it becomes apparent that students faced challenges in answering questions related to present tense, antonyms, and synonyms before the implementation of the VSS. However, after undergoing the VSS treatment, the students exhibited improved proficiency, with difficulties now confined to questions concerning antonyms and synonyms. This shift in performance indicates a positive influence of VSS on vocabulary learning.

The researchers delve into the factors and causes contributing to students' difficulties in grasping the meaning of vocabulary aspects. According to Nation (2001), vocabulary entails various aspects, including synonyms and antonyms, encompassing different parts of speech such as nouns, verbs, and pronouns. Proficiency in understanding the synonym and antonym of a word is crucial, as it forms the basis for analyzing words with similar meanings and relationships while also discerning the antonym to ascertain opposite meanings. Additionally, the study identified a prevalent difficulty among students in comprehending word meanings, largely attributed to a deficiency in vocabulary knowledge.

The researchers can infer that the utilization of VSS contributes to the extension of students' vocabulary memory, as evidenced by the positive outcomes in the post-test results, indicating proficiency in recalling previously studied vocabulary. However, the implementation of VSS encountered challenges, notably related to time management issues among students. These challenges align with Haggard's (1982) assertion that while VSS enhances long-term memory, its practical application demands considerable time for planning activities, potentially causing students to face difficulties in maintaining focus on specific information. Consequently, the writers observed that this strategy may be less suitable for high school settings, requiring a level of experience in time management skills and proficiency in critical thinking.

CONCLUSION

The Vocabulary Self-Collection Strategy (VSS) emerges as a viable pedagogical alternative for instructing vocabulary in an English as a Foreign Language (EFL) context, owing to its multifaceted benefits within the classroom setting. The data from the hypothetical test proved that it has a significant influence on students' vocabulary mastery. However, it is crucial to acknowledge the limitations inherent in this study. The study may have a limited timeframe for implementing VSS. The findings of the study

may also be limited in terms of generalizing the effectiveness of VSS to other educational settings or language proficiency levels. To address this limitation, future research can be conducted by focusing on the implementation of VSS over longer periods of time for assessing students' vocabulary mastery at different proficiency levels.

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IMPROVING STUDENT'S ABILITY IN USING CONDITIONAL SENTENCES THROUGH MODIFIED SONG AT STATE SENIOR HIGH SCHOOL 4 MALANG

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Abstract : The purpose of this classroom action research is to improve the students' ability to use conditional sentences using modified songs. This action research is the research that has been done in two cycles. Cycle one consists of two meetings, while Cycle two consists of one meeting. It is done in the eleventh grade at State Senior High School 4 Malang. There are thirty students in it. The result of this classroom action research shows that the use of modified songs can increase the students' ability to use conditional sentences.

Keywords : *Conditional Sentence, Song, Classroom Action Research*

INTRODUCTION

Education is a process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include storytelling, discussion, teaching, training, and directed research. Education frequently takes place under the guidance of educators, but learners may also educate themselves. Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. The methodology of teaching is called pedagogy. Education is commonly divided formally into stages such as preschool or kindergarten, primary school, secondary school and then college or university. Education refers to the systematic process of gaining knowledge and skills through study and instructions. The person providing the instruction is known as teacher. And, the person who receives or gains education is called student or pupil.

LITERATURE REVIEW

According to Chamaria (2015:-) education brings positive changes in human life. It improves a person's knowledge, skills, and intelligence, allowing him to lead a successful

life. There are some positive changes in education for us, such as: Education makes us humble. Education creates awareness and expands our vision. We become more aware of ourselves, about society, and about everything that surrounds and affects our lives. Education helps us develop a disciplined life. Discipline is essential for everything that a person wants to achieve in life. Education enables us to earn our livelihood. Education empowers us to get a good job. We need money to make a living. Our needs have increased as science and technology progress. Besides the basic needs of life such as food, shelter, and clothing, we also need other comforts such as mobile phones, air-conditioners, cars, etc. A fulfilling career ensures a satisfied life. It is a known fact that an educated person has better earning opportunities. Based on the description above, we can conclude that education can have an impact on our lives. It can change our lives. Therefore, we need to get a higher education in our lives.

Arifin (2017:25), in his book entitled "*Upaya Diri Menjadi Guru Profesional*," writes that for improving education service quality, the role of human resources, especially teachers, becomes important. Therefore, there are some ways that are needed to be considered for developing self-quality as a competent and professional teacher. Firstly, each of us should ask ourselves, do we fulfill the qualification as a professional teacher? And how do we develop it? According to Stronge (in Suparno and Waras, 2007, as quoted by Arifin, 2017:28-29), there are eleven prerequisites that must be possessed by a professional teacher. First, have verbal ability. A teacher who has great verbal ability will have constructive ideas and be able to convey or communicate knowledge concepts clearly to his students. Second, having experience learning about education. A teacher should have learning experience about theory, various kinds of strategy, developing curriculum, learning methods, elaborating learning materials, and evaluation systems. Third, teachers have certification. A certified teacher excels in the process of teaching and learning. Therefore, it is necessary to give a competence test periodically to recharge his abilities related to teaching and learning in the classroom. Fourth, having mastery of the lesson that is taken. Every teacher should have knowledge and ability on the subject. Fifth, having learning experience. It means the teacher should have various kinds of basic skills for learning in the class. Sixth, having the quality of understanding students' characters well. Seventh, having the ability to interact with the students very well. Eight, having strong motivation to keep learning and achieve achievement through classroom action research. Ninth, having pride and love for the teacher's profession. Tenth, do the learning reflection. This implies that the teacher should conduct a self-evaluation to identify his areas of weakness and strength in the classroom. The last, having the ability to master technology development, which supports the success of learning. Based on the eleven prerequisites that were explained previously, we should always upgrade our abilities every day. Besides, we should be aware of our weaknesses and strengths as long as we are teachers. So, we can evaluate our teaching and learning process.

Secondly, developing self-quality as a competent and professional teacher means that every teacher should increase his role as an agent of change. It means a teacher is a key factor in determining the quality and success of the success of the learning process in the class. Besides, he must have pedagogic competence, quality, character, social, and professional qualities as the agents of change in learning in the class, and he is expected

to be consistent in teaching, guiding, and educating the students to develop intellectual, emotional, and spiritual qualities. Thirdly, is that every teacher should increase his role in the school self-evaluation process. In this statement, it is clear that the teacher should have a role in increasing his quality of service to the students. He should guide the students who face difficulties in the learning process.

According to Baron (1982:226, in Al-Mekhlafi & Nagaratnam & Nagaratnam, 2011:1), the English teacher is often portrayed as an "unattractive grammar monger whose only pleasure in life is to point out the faults of others." For the most part, within the classroom, any mention of grammar causes the students moments of discomfort and sometimes even terror. Many teachers have tried to make grammar teaching a non-threatening, imaginative, and useful activity within the English curriculum. Furthermore, according to Al-Mekhlafi & Nagaratnam (2011:3), since the 1970s, attention has shifted from ways of teaching grammar to ways of getting learners to communicate, but grammar has been seen to be a powerful undermining and demotivating force among L2 learners. In terms of motivation and learner success with languages, grammar has been seen to be a problem and to stand in the way of helping learners to communicate fluently. The hard fact that most teachers face is that learners often find it difficult to make flexible use of the rules of grammar taught in the classroom. They may know the rules perfectly but are incapable of applying them to their own use of the language. Teachers' recognition of this process (i.e., transferring declarative knowledge about grammar into procedural knowledge) as a problem for many of their students has been reported by Burgess and Etherington (2002:442, in Al-Mekhlafi & Nagaratnam, 2011:4). Haudeck (in Al-Mekhlafi & Nagaratnam, 2011:4) has reported that many learners have difficulty internalizing grammar rules, although these have been taught intensively.

Nowadays, the researcher teaches in the eleventh grade science program. He finds that the learners have difficulties understanding the grammar, especially conditional sentences. The difficulties are caused by the teacher, who could not find an appropriate way to teach grammar in the class, so the students feel unmotivated in the teaching and learning process. Therefore, the researcher tries to use song as a learning medium to comprehend the grammar. It is hoped that the students will find learning in the class enjoyable. From the difficulties that are faced by the students, the researcher writes about improving the student's ability in using conditional sentences by using song for eleventh grade students at State Senior High School 4 Malang in the second semester.

Students require the song to improve their comprehension of grammar. Therefore, the researcher takes it into classroom action research. According to Edward (in Kara and Aksel, 2013: 2), music can be used in a second language setting to lessen anxiety and lower the affective filter, promote self-esteem, increase motivation to learn a new language, address multiple intelligences, aid in memory retention, and increase cultural awareness and appreciation. This suggests that the song can alleviate the challenges associated with learning grammar. In this case, the researcher uses a song, entitled "Love" by Nat King Cole that has been modified. The modification of the song lyric that has been done by the researcher includes types one, two, and three of the conditional sentences. Besides, this song is expected to avoid the students' obstacles in understanding the grammar, especially conditional sentences. The song can make it easier for students to remember

the pattern of conditional sentences. To know the students' development, the researcher gives an assessment of the grammar test, namely conditional sentences types one, two, and three. And, to know about the students' perceptions and interests, the researcher uses a questionnaire. Understanding the students' attitude during grammar learning is crucial.

The research that has been done to teach English by using songs is as follows: Kara and Aksel (2013) study the effectiveness of music in grammar teaching on the motivation and success of the students at the preparatory school at Uludag University. Another researcher is Ratnasari (2007), who studies songs to improve the students' achievement in pronouncing English words. The third researcher is Hassani, Rahmani, and Fard (2014), who study the effect of songs on EFL learners' grammar recall and retention. The fourth researcher is Shen (2009), who uses English songs to make English language teaching enjoyable and effective. The last researchers are Tsai and Lin (2001), who use music to teach grammar. From the research stated, it can be concluded that song can give a nice feeling for the students to study grammar, so they can solve the problem that they face in learning grammar. To know the student's understanding of conditional sentences, the researcher gives an assessment. It is needed to know how well the students comprehend conditional sentences types 1, 2, and 3. The researcher has given a pretest that consists of 20 items. If the answer is true, the students will get a 5. While 0 is the wrong answer that they have given when they complete the sentences, If they have more than 75, they succeed. Meanwhile, below 75, it fails. The score of 75 comes from the Minimum Standard Score that is made by the school curriculum based on the input score that they got when they were in tenth grade.

METHOD

This research is classroom action research. According to Khotari (2004:1-2), research in common parlance refers to a search for knowledge. Research can also be defined as a scientific and systematic search for pertinent information on a specific topic. In fact, research is the art of scientific investigation. The Oxford Learner's Pocket Dictionary states that the meaning of research is "detailed study of a subject to discover new facts about it." Redman and Mory (in Khotari, 2004:1-2) define research as a "systematized effort to gain new knowledge." They say that some people consider research a movement, a movement from the known to the unknown. It is actually a voyage of discovery. We all possess the vital instinct of inquisitiveness, for when the unknown confronts us, we wonder, and our inquisitiveness makes us probe and attain a fuller understanding of the unknown. This inquisitiveness is the mother of all knowledge, and the method, that man employs for obtaining knowledge of whatever is unknown, can be termed research. Research is an academic activity, and as such, the term should be used in a technical sense. According to Woody (in Khotari, 2004:1-2), research comprises defining and redefining problems, formulating hypotheses or suggested solutions; collecting, organizing, and evaluating data; making deductions and reaching conclusions; and at last, carefully testing the conclusions to determine whether they fit the formulating hypothesis. Slesinger and Stephenson (in Khotari, 2004:1-2) define research as "the manipulation of

things, concepts, or symbols for the purpose of generalizing to extend, correct, or verify knowledge, whether that knowledge aids in the construction of theory or in the practice of an art." Research is, thus, an original contribution to the existing stock of knowledge for its advancement. It is the pursuit of truth with the help of study, observation, comparison, and experiment. In short, the search for knowledge through an objective and systematic method of finding a solution to a problem is called research. Research also encompasses the systematic approach to generalization and theory formulation. As such, the term'research' refers to the systematic method consisting of enunciating the problem, formulating a hypothesis, collecting the facts or data, analyzing the facts, and reaching certain conclusions either in the form of solutions to the concerned problem or in certain generalizations for some theoretical formulation.

From the quotations above, we can conclude that research is the healing way toward the problem that we face. In this case, the researcher tries to solve the problem related to the difficulties in grammar, namely conditional sentences. The way to heal the problem faced by the students is by giving them a modified song. It means the original lyric from the song by Nat King Cole entitled, "LOVE" has been modified by the researcher. If they can remember the song very well, they can understand the formula related to the conditional sentences types 1, 2, and 3, then they will understand the grammar well. The teaching and learning in the class have been done in the eleventh grade. There are thirty students in it. It consists of nineteen girls and eleven boys. The research has been done in January till February 2024. During the research, the observation was done to know the weaknesses and the strengths of teaching and learning at the class. The observation has been done by the researcher himself.

This classroom action research has been done in two cycles. The first cycle consisted of two meetings. The first meeting was on January 16th, and the second one was on January 23rd, 2024. The second cycle was on February 13, 2024. For each meeting, the duration was 90 minutes. When the cycle was ended, the reflection was conducted to evaluate the teaching and learning in the class and prepare for the next cycle. The plot of classroom action research that is used is taken from Burns (2010). They are Planning, Action, Observation and Reflection (Figure 1).

(Adapted from Burns, 2010:9)
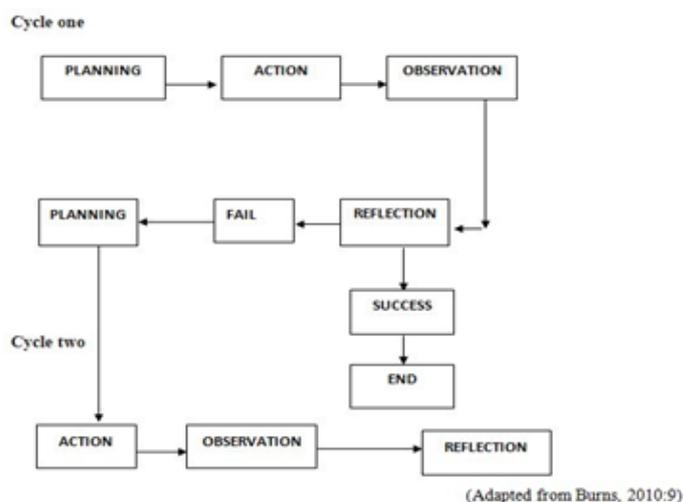
Figure 1. Cycle 1

In the planning phase, the researcher prepares a pretest, a modified song that is taken from Nat King Cole, entitled "LOVE," a lesson plan that consists of the teaching and learning process in the class, and he also makes a power point to support the learning. The power point consists of a picture that is related to the conditional sentences. In the action phase, the researcher takes action in the class. There are some steps of teaching and learning in the class in the first meeting, namely: (1) the researcher presents the slide about the aim of learning; (2) he shows the pictures; (3) he asks some questions related to the pictures; (4) he gets the students to write the song on their notebook; (5) he asks them to listen to the song and complete the missing words; (6) he gets the students to check the true lyric from the song; (7) he asks them to make groups that consist of five students; (8) he gets the students to discuss the pattern about the song; (9) the researcher asks the students to make ten sentences for the conditional sentences types 1, 2 and 3; (10) the students conclude the teaching and learning process.

The teaching and learning process that has been done by the researcher in the second meeting is: (1) the researcher reminds the students of the students of the previous lesson; (2) he gets the students to go back to their own groups that they made in the first meeting; (3) he asks each group to present at the front of the class about the pattern from the conditional sentences; (4) he asks the students to make ten sentences about conditional sentences; (5) the students conclude the teaching and learning process. In the observation phase, the researcher observes the teaching and learning process by using songs to make the students understand conditional sentences. If the students fail to understand the conditional sentences types 1, 2, and 3, the researcher will continue to the second cycle.

RESULT AND DISCUSSION

The result of this action research is based on the action of teaching and learning in at the class about conditional sentences. This action research has been done in two cycles. The first cycle consists of two meetings and the second cycle consists of one meeting.

Cycle 1

Planning

During the planning phase, the researcher created a pretest, a modified version of Nat King Cole's song "LOVE," a lesson plan detailing the teaching and learning process in the class, and a power point presentation to enhance the learning process. The power point features a picture that corresponds with the conditional sentences.

Action and Observation

In this phase, the researcher took action in the class. There are some steps for teaching and learning in the class in the first meeting: (1) presenting the slide about the aim of learning; (2) showing the pictures; (3) asking some questions related to the pictures; (4) getting the students to write the song on their notebook; (5) asking them to listen to the song and complete the missing words; (6) getting the students to check the true lyric from the song; (7) asking them to make groups that consist of five students; (8) assigning the students to discuss the pattern about the song; (9) asking the students

to make ten sentences for the conditional sentences types 1, 2, and 3; (10) asking the students to conclude teaching and learning process.

The teaching and learning process that has been done by the researcher in the second meeting is: (1) reminding the students of the previous lesson; (2) getting the students to go back to their own groups that they made in the first meeting; (3) asking each group to present at the front of the class about the pattern from the conditional sentences; (4) asking the students to make ten sentences about conditional sentences; (5) concluding the teaching and learning process.

In the observation phase, the researcher observed the teaching and learning process using songs to help the students understand conditional sentences. If the students failed to understand the conditional sentences types 1, 2, and 3, the researcher would continue to the second cycle.
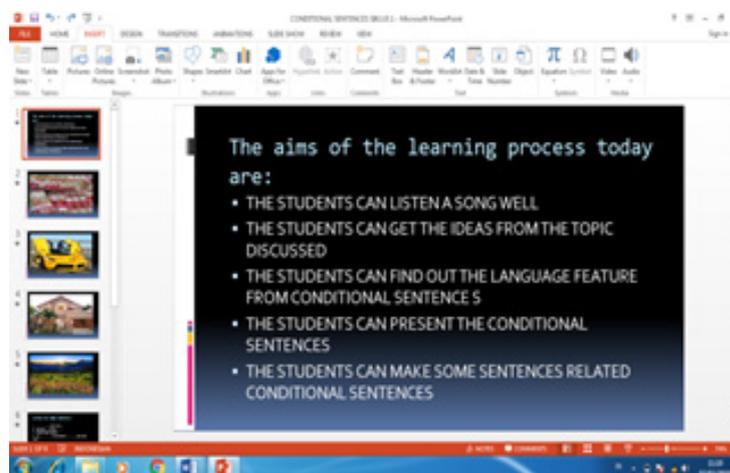
Figure 2. Slides Presenting Learning Purpose and Materials

In this phase, the researcher showed some pictures that refer to conditional sentences. The researcher gave a question, and the students answered by using conditional sentences. They could answer with different sentences based on the pictures. The researcher let out the different answers. He did not give the corrections for the conditional sentences.

Figure 3. The researcher showed a picture of a sports car

Next, he presented a modified song from Nat King Cole. He turned on the music, and he sang it. (see figure 4).

Figure 4. The researcher sang a modified song

The students filled in the blanks based on the song's lyric that the researcher gave. (see figure 5)

Figure 5. Students' activities, fill-in-the-blanks

Once they finished the task, they shareed the actual lyrics to the modified song that the researcher was singing. At the end of the lesson, the students wrote some conditional sentences. In this case, they still did not know more about them. They did not understand the difference in conditional sentences. They had just written them.

At the second meeting of the first cycle, the researcher continued the previous lesson. The researcher reviewed the last lesson. He asked about the conditional sentences in the modified song. After that, the researcher asked them to make six groups that consisted of five students each. They were asked to discuss the pattern of the song (see Figure 6).

Figure 6. Students' activities, discussing the sentences

The researcher walked around to see if the students could find the pattern. He gave students some minutes to discuss. When they were ready, the researcher approached each group to ask about the pattern and the difference of conditional sentences. The dialog presented here is the excerpt of the researcher and the students' interaction with each other.

Researcher: You have discussed with your group the conditional sentences. Now I will come to each group. You may tell me the pattern of it. Have you got it?

Student : Yes, sir.

The researcher approached each group and listened to their explanation about the pattern of conditional sentences. After they explained it, the researcher presented the pattern on the screen (See Figure 7).
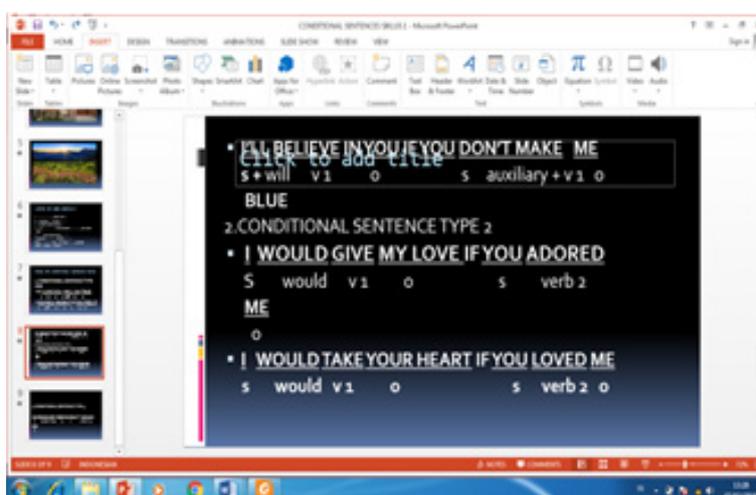
Figure 7. Slides presenting the pattern of conditional sentences

The purpose of the researcher to shows the pattern is that he wants to get feedback from the group explanation about the pattern of conditional sentences. So, the students will understand more about it. By the end of the class, the students gained a comprehensive understanding of the pattern of conditional sentences.

Reflection

The observations in the first cycle indicate that the students were pleased with the song for learning grammar. They were so enthusiastic in class, making the situation in class less boring. Previously, according to the pretest, twenty-eight students failed. 93.3 % of students got a score below the minimum of the standard, while the other two students were successful. They got scores above the minimum standard (0.06 % of students). Based on the observations of the learning action in the class, it appears that the researcher sang unclearly. It happened because his voice was too slow. It was also because he did not use a microphone when he sings the song. In addition to the researcher's voice, the observer noticed a lack of understanding in the students' comprehension of conditional sentences in their discussions. Only certain students could explain the conditional sentences very well. Therefore, the researcher concluded that the next cycle was needed to address the weaknesses.

Cycle 2

Planning

In this phase, the researcher prepared the lesson plan, small-cut papers, posttest, questionnaire, video, and LCD for the presentation. The researcher also prepared the power point slides. It consists of the purpose of learning at the meeting in the first cycle and some videos as the media for getting a deep comprehension of conditional sentences (see Figures 7 and 8)

Action and Observation

This phase's learning takes place in 90 minutes. Before the researcher started the lesson, he asked questions related to the conditional sentences.

Researcher:		Ok, students. Do you remember about conditional sentences?
Student	:	Yes, I do.
Researcher:		How many conditional sentences are there?
Student	:	There are three types, sir.
Researcher:		Ok, now. Can you give a sentence with conditional sentences for each type?
Student	:	Yes, I can Sir. I will go to France if I have a personal plane. It is type one. She would ask me to go to Borobudur temple if I had much money. It is type two. If you had traveled around the city, I would have followed you. It is type three.
Researcher:		Great. You have understood conditional sentences well. Now I would like to tell you about the aims of our learning today.

In this phase, the researcher talked about the purposes of learning in the classroom, which are to make students listen to and watch the videos to get ideas from the videos that they watch; listen to the song from the researcher; arrange the cut paper to find conditional sentences from the song; present the conditional sentences to each group; and finally, to write some sentences related to the conditional sentences.
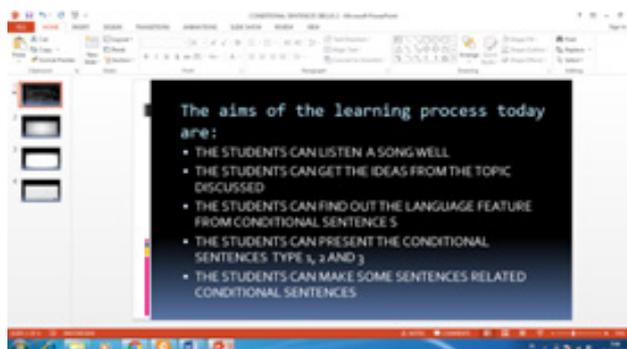
Figure 8. Slides presenting the learning purpose

The purpose of the researcher presenting the videos is that he wanted the students to have a stronger memory of conditional sentences, and besides, they could enjoy the learning through watching the videos.

Figure 9. The researcher played the video

After they watched the video, the researcher asked the students to present some ideas that they get from the videos. In the next step, the researcher asked students to form the same group as in the previous lesson (See Figure 10).

Figure 10. Students' activities, studying in group consists of five students

Then the researcher gave the small cut papers for each group to be arranged by the students (See Figure 11) and turned on the song that has been modified, "Are You Lonesome Tonight?" by Elvis Presley.

Figure 11. Students' activities, arranging the small cut paper

After they arranged the small cut papers for each group, the researcher asked about the pattern of conditional sentences in the song's lyrics. Each group presented the pattern of the conditional sentences. The researcher asked each group to make conditional sentences. He tried to give different conditional sentences for each type. Finally, the students concluded their learning in the classroom. The learning in the classroom was finished in less than 90 minutes. The rest of the time was used to do post-tests

and questionnaires for the students. The posttest was done to determine the students' understanding of conditional sentences. The total point of the post-test was twenty. It is the same with the pre-test, but of course in different items. Meanwhile, the questionnaire was given to find out students' feelings before and after learning conditional sentences in the classroom.

Reflection

The result of observation in the second cycle that has been done by the researcher as a teacher and an observer from the opening to closing activities shows that the use of modified songs can get rid of the student's problem in understanding the conditional sentences. It was found that seventeen students succeeded in getting scores above the minimum standard. It is about 56.67 %. Thirteen students fail because they get a score below the minimum of the standard. It is about 43.33 percent. Besides giving a posttest in the second cycle, the researcher also gives a questionnaire to the students. The result of the questionnaire shows that the students feel pleasant when the song is given as the medium for understanding the grammar. They think that the song for studying grammar is really important. They enjoy the time spent learning. Therefore, it can serve as a motivation to better understand grammar. Another finding is that the students tend to like singing a song without paying attention to the pattern of conditional sentences. So, they sometimes lull at the lyrics of the song. Then, they sing in unison, disregarding the structure of conditional sentences.

CONCLUSION

Based on the classroom action research that has been done in the eleventh grade of state senior high school 4 Malang, it can be concluded that the modified song can increase the students' understanding of the conditional sentences. The result of cycle one in the first and second meetings shows that only two students succeed in getting rid of the problem related to the conditional sentences, while twenty-eight students fail. It happens because they do not have an appropriate strategy for learning conditional sentences, and they feel bored with learning grammar in the classroom. They think their teacher does not provide a variety of learning in the class. So, they do not pay attention when their teacher teaches grammar. Next, the result of the second cycle indicates that seventeen students succeeded in learning conditional sentences. Meanwhile, thirteen students still fail to study it. It happens because the students still think about the song that brings their mind lull without focusing on the patterns of conditional sentences. It can occur because not many students like song in the teaching and learning process. Some students may enjoy learning without music. They think that song is noisy. Although there is a weakness in the second cycle, the fact proves that there is improvement in understanding conditional sentences for the students. The use of a modified song significantly improves the students' understanding. There are three main reasons for the improvement in cycle two. First, the researcher uses small cut papers to be arranged by the students after listening to the song that is sung by the researcher. Second, the researcher creates a brief lyric for cycle two. It is different from the cycle one. In cycle one, the researcher makes a long lyric of a song. The last, the small cut paper, makes the students concentrate on

learning conditional sentences.

In a nutshell, the researcher conveys four suggestions, as follows: (a) There is a weakness in the second cycle. It has been found that some students still do not take care of the pattern. They tend to find it enjoyable to learn the song. (b) The increase in understanding conditional sentences by using the modified song clearly shows that there is an improvement in mastering the conditional sentences after being given the modified song. (c) The result above is still not enough because it does not reach 100 % of students' success. The researcher hopes the teacher will go on with this classroom action research. (d) For other researchers, the result of this classroom action research can be used as a reference for another research.

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THE COGNITIVE IMPACT OF MULTIMEDIA LEARNING ON EFL LEARNERS IN INDONESIAN HIGHER EDUCATION

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Abstract : Various impacts of multimedia learning on EFL learners' English skills have been discovered by scholars. However, information regarding the cognitive effects of multimedia learning is urgently needed at this time. This study aims to identify students' responses regarding the cognitive impact of multimedia learning in EFL teaching and learning. This study employs a quantitative method with a cross-sectional survey design and involves 181 students, consisting of 98 men and 83 women from English education departments at various universities throughout Indonesia. Eighteen questionnaire items were used to identify the cognitive impact of multimedia learning. The questionnaire was created in a Google form and distributed online to students. The data collection process lasted for 26 days, starting from June 25th, 2023, to July 21st, 2023. The responses were graded using the Likert scale, and the quantitative data were examined using descriptive statistics to determine the frequency, percentage, mean, and standard deviation. SPSS version 26 was used to conduct the analysis. The results show some cognitive impacts of multimedia learning on students, namely that, first, visualization in pictures, diagrams, and graphs helps students understand concepts visually, thereby facilitating better understanding. Second, both audio and narration can strengthen understanding and improve memory. Third, interactivity can trigger active student participation and increase engagement and mastery of the material. Fourth, incorporating multimedia elements helps students meet different learning preferences and organize concepts. Multimedia learning influences visual understanding, information retention abilities, and the processing of non-verbal information.

Keywords : *Cognitive, Multimedia learning, EFL Learners*

INTRODUCTION

Multimedia learning has had a huge impact on EFL teaching worldwide, and during the past decade, scholars have studied the potential aspects and roles of multimedia learning in ELT to leverage students English skills. Gilakjani (2012) mentions that multimedia instruction creates the opportunity for teachers to enhance language learning more effectively. Multimedia instruction has great potential for use in various modes of language learning (Ginting et al., 2022). Meanwhile, Genç Osman Ilhan and Şahin Oruç

(2016) studied the effect of the use of multimedia on students' performance. The English teachers at various colleges and universities in China are still required to pay attention to learners' needs in promoting multimedia in their English vocabulary teaching (Xiaoxi Wang, 2016). Teachers perceive that to improve students' language skills and make the learning process more engaging, teachers can use a variety of multimedia resources, such as PowerPoint, YouTube videos, podcasts, Canva, PowToon, pictures, CALL, MALL, digital comics, songs, PowToons, and movies (Faridah et al., 2020).

A large body of literature has focused on the influence and effect of multimedia on improving ESL and EFL skills. Bunmak (2021) states that multimedia provides vocabulary in real-life situations for university students in Chiang Mai, Thailand (Bunmak, 2021). Multimedia is a great solution to issues in teaching listening (Aldera, 2015; Alghamdy, 2019; Asilestari, 2016; Gökçe, 2022; Karim & Ciptaningrum, 2019; Masruroh et al., 2022; Pangaribuan et al., 2017; Sejdiu, 2017; Umar et al., 2023; Zhao et al., 2019). Moreover, multimedia learning resources were a useful and efficient way to improve speaking abilities (Fauzi, 2016; Shofi, 2020; Sofyan & Tarigan, 2019; Syafii et al., 2019; Tenri Ampa et al., 2013). The interactive and multimedia source of learning has a positive impact on the students' reading comprehension (Ahmad & Khasawneh, 2023; Dewi et al., 2021; Ghafoory, Dr. Dilovan Sayfuddin, Miran, 2022; Lumapenet & Fronda, 2022; Mohamed Nada, 2021; Sari, 2018; Siregar et al., 2022; Wicaksono & Aji, 2021). Furthermore, multimedia learning supports improving writing skills (J. Liu, 2023; Oktri Wini et al., 2018; Rahimi et al., 2021; Setiawan, 2020; Syahputra et al., 2022; Vijaya Kumar & Shahin Sultana, 2016).

LITERATURE REVIEW

Cognitive is one of the human psychological domains, which includes mental behavior related to understanding, consideration, information management, intention, and belief. Moreover, the cognitive domain is an aspect of abilities related to knowledge, reasoning, or thinking. There are six stages of the thinking process in the cognitive domain: remember, understand, apply, analyze, evaluate, and create. Moreover, cognitive is the mental process of perceiving, thinking, remembering, and understanding (Sorden, 2005). Understanding means constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining. In other words, remembering involves retrieving, recognizing, and recalling relevant knowledge from long-term memory (Picciano, 2017).

According to Mayer (2014), multimedia learning can be described as a lesson that uses both words and images, where the terms can be in spoken or written form, and the pictures can be in dynamic conditions, like animation or video, such as illustrations, charts, graphs, and photos. Multimedia learning occurs when a learner builds a mental representation from words and pictures that have been presented (Mayer, 2012). The cognitive theory of multimedia learning indicates that when we create mental representations from words and images, multimedia learning takes place (Moreno & Mayer, 2007). The theory contends that multimedia supports how the human brain learns.
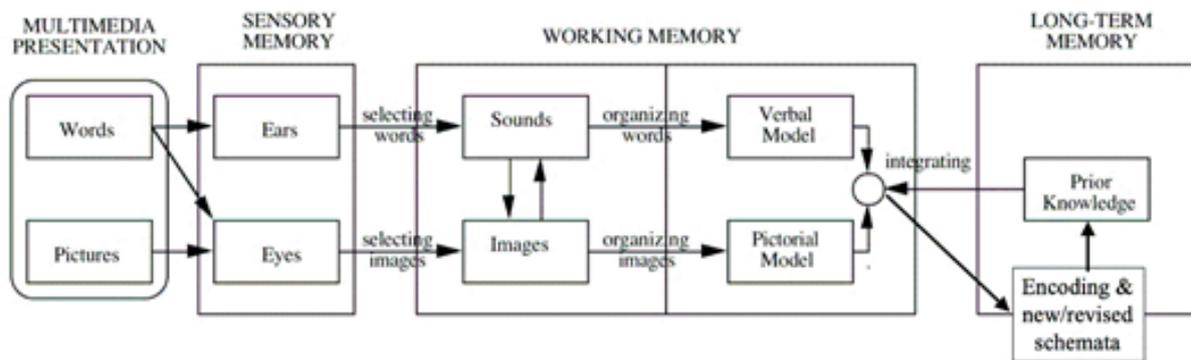
Figure 1. Cognitive Theory of Multimedia Learning Based on Mayer 2014 as cited by (Ramlatchan, 2019).

Multimedia learning can be used to strengthen responses. Multimedia elements can serve as positive reinforcements. When learners engage with these elements and receive positive feedback, the association between the behavior (learning) and the positive outcome strengthens. Multimedia learning plays a crucial role in information acquisition by leveraging various sensory modalities to enhance understanding and retention of information. Multimedia learning can be a powerful tool for facilitating knowledge construction, which involves actively building new understanding and meaning by integrating new information with existing knowledge. In multimedia learning, knowledge construction occurs as learners interact with various forms of media, such as text, images, audio, video, and interactive elements.

Metaphor	Definition	Content	Learner	Teacher	Goal of Multimedia
Response strengthening	Strengthening or weakening an association	Associations	Passive recipient of rewards and punishments	Dispenser of rewards and punishments	Enable drill and practice; act as a reinforcer
Information acquisition	Adding information to memory	Information	Passive information receiver	Information provider	Deliver information; act as a delivery vehicle
Knowledge construction	Building a coherent mental structure	Knowledge	Active sense-maker	Cognitive guide	Provide cognitive guidance; act as a helpful communicator

Figure 2. Three Metaphors of Multimedia Learning Adapted From(Mayer, 2012, p. 18).

Multimedia is distinguished from diverse media in fine art by, for example, containing audiovisuals inside it. According to Blau (2011), multimedia is a mixture of interactive media or data types, predominantly text, graphics, audio, and video, simultaneously delivered by a computer. Multimedia is media that combines text, graphics, images, photos, audio, video, and animation simultaneously (Xia & Liu, 2021). Thus, multimedia combines all media elements, such as text, video, animation, images, graphics, and sound, into a single presentation and accommodates according to student learning modalities. Multimedia learning environments facilitate students with visual, auditory, and kinesthetic learning styles.
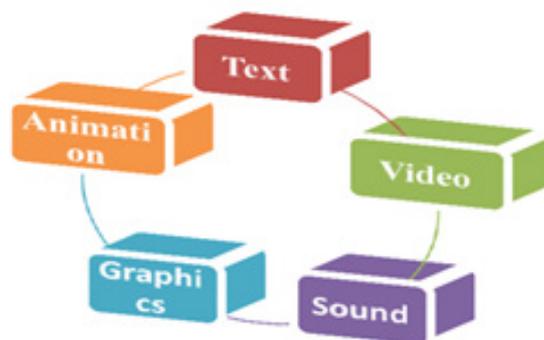
Figure 3. A Basic Element of Multimedia Adopted From (Thamarana S, 2016, p. 15)

Multimedia learning in ELT aims to enhance language acquisition and proficiency by incorporating multimedia elements into teaching and learning. Multimedia provides learners with exposure to authentic language use in various contexts. Through videos, audio clips, and interactive content, learners can experience real-life language situations, including different accents, tones, and registers. Furthermore, multimedia content can help reinforce the understanding and retention of vocabulary. The challenge of multimedia instruction in the teaching and learning process is to prime and guide active cognitive processing in learners so that they construct meaningful internal representations. In the cognitive theory of multimedia learning, meaningful learning depends on all three of these processes occurring for the visual and verbal representations (Mayer, 1997; Mayer & Moreno, 2016; Moreno & Mayer, 2007; Park et al., 2014).

As far as we know, a multimedia study that has yet to be done on teaching and learning EFL has cognitive impact as its variable. Therefore, based on the above phenomenon, the researcher argues that there is a need to fill the gap by conducting a survey study to provide preliminary information about the cognitive impact of multimedia learning on EFL learners in Indonesian Higher Education. This study seeks to answer the research question of what the cognitive impact of multimedia learning is on EFL learners. The purpose of this study is to explore the cognitive impact of multimedia learning on EFL learners in Indonesian Higher Education.

METHOD

Design of the Study

This study used a cross-sectional survey design. According to Xiaofeng Wang & Cheng (2020) a cross-sectional studies are observational studies that analyze data from a population at a single point in time. It was used to provide a snapshot of the current cognitive impact of multimedia learning.

Respondents

To identify the cognitive impact of multimedia learning , this research involved 181 students, consisting of 98 men and 83 women from English education departments at various universities throughout Indonesia. Those students are from IAIN Bone, IAIN Palopo, IAIN Ambon, IAIN Parepare, Universitas Muhammadiyah Palopo,

Universitas Muhammadiyah Sorong, Universitas Muhammadiyah Parepare, Universitas Muhammadiyah Makassar, Universitas Iqra Buru, Universitas Cokroaminoto Palopo, and Universitas Merdeka Malang.

Instrumentation

To collect data, the instrument was adapted from Ginting et al. (2022; Thamarana, 2016). Eighteen questionnaire items were used to identify the cognitive impact of multimedia learning. The questionnaires were divided into several aspects of mental processes, such as perceiving, thinking, remembering, and understanding.

Data Collection Procedure

The questionnaire was created in a Google form and distributed online to students. The data collection process lasted for 26 days, starting from June 25th, 2023, to July 21st, 2023.

Data Analysis Technique

The responses were graded using the Likert scale, with five points awarded for Strongly Agree (SA), four points awarded for Agree (A), three points awarded for Neutral (N), two points awarded for Disagree (D), and one point awarded for Strongly Disagree (SD). The quantitative data were examined using descriptive statistics to determine the frequency, percentage, mean, and standard deviation. SPSS version 26 was used to conduct the analysis.

RESULT AND DISCUSSION

Table 1. Frequencies, percentages, mean scores and standard deviation of the cognitive impact of multimedia learning

No	Items		SA	A	N	D	SD	N	Mean	SD
1.	**By integrating multimedia technology in teaching English, I can easily understand the topic of the lesson.**	F	41	120	17	3	-	181	4.1	0.616
		%	22.7	66.3	9.4	1.7	-	100		
2.	Through multimedia technology, it is easy for me to remember the details of the lesson.	F	25	122	30	4	-	181	3.93	0.624
		%	13.8	67.4	16.6	2.2	-	100		
3.	I can easily acquire more language skills accurately by using multimedia in teaching.	F	45	111	23	2	-	181	4.1	0.642
		%	24.9	61.3	12.7	1.1	-	100		
4.	I can retain information longer when multimedia is used in teaching English.	F	19	82	60	20	-	181	3.55	0.826
		%	10.5	45.3	33.1	11.0	-	100		
5.	**I don't take notes when multimedia learning on teaching listening occurs.**	F	42	114	20	5	-	181	4.07	0.672
		%	23.2	63.0	11.0	2.8	-	100		
6.	I compare and contrast things easily with the aid of multimedia technology.	F	44	116	21	-	-	181	4.13	0.587
		%	24.3	64.1	11.6	-	-	100		
7.	I acquire broader English skills when multimedia technology properly used.	F	54	102	22	3	-	181	4.14	0.684
		%	29.8	56.4	12.2	1.7	-	100		
8.	Multimedia technology helps me to develop my productive skills of English.	F	44	113	24	-	-	181	4.11	0.666
		%	24.3	62.4	13.3	-	-	100		
9.	I understand the lesson thoroughly and systematically through the integration of multimedia technology.	F	21	111	42	7	-	181	3.81	0.684
		%	11.6	61.3	23.2	3.9	-	100		

10.	**I participate in the use of multimedia technology during English class discussions, mainly if it employs Text, Images, Graphics, Audio, Video, and Animation.**	F	54	111	16	-	-	181	4.21	0.587
		%	29.8	61.3	8.8	-	-	100		
11.	The use of multimedia technology inspires me to learn English in class.	F	38	114	25	4	-	181	4.03	0.662
		%	21.0	63.0	13.8	2.2	-	100		
12.	When multimedia is applied in English it develops my ability to be more active in speaking.	F	34	102	39	6	-	181	3.91	0.728
		%	18.8	56.4	21.5	3.3	-	100		
13.	Multimedia provides vocabulary in real-life situations.	F	42	113	22	4	-	181	4.07	0.663
		%	23.2	62.4	12.2	2.2	-	100		
14.	Multimedia creates a relaxing atmosphere in an English classroom.	F	47	111	19	4	-	181	4.11	0.666
		%	26.0	61.3	10.5	2.2	-	100		
15.	Multimedia used enhance my listening comprehension.	F	62	103	16	-	-	181	4.25	0.607
		%	34.3	56.9	8.8	-	-	100		
16.	Multimedia motivates me to participate in the classroom activities.	F	37	120	24	-	-	181	4.07	0.578
		%	20.4	66.3	13.3	-	-	100		
17.	Multimedia improves my comprehension in reading.	F	42	115	21	3	-	181	4.08	0.664
		%	23.2	63.5	11.6	1.7	-	100		
18.	The quality of sounds and images in the multimedia can affect my understanding of the English.	F	72	92	14	3	-	181	4.29	0.679
		%	39.8	50.8	7.7	1.7	-	100		

Table 1 indicates that the participant responses' mean score value falls between 3.55 and 4.29, followed by the standard deviation of 0.826 and 0.679. The highest average score was found in the eighteenth item of the questionnaire, " The quality of sounds and images in multimedia can affect my understanding of English,", with a mean score of 4.29 and a standard deviation of 0.679. The second highest mean score was in questionnaire fifteen, " Multimedia used to enhance my listening comprehension, with a mean score of 4.25 and a standard deviation of 0.607". Moreover, a mean score of 4.21 with a standard deviation of 0.587 was found in number ten of the questionnaire, " I participate in the use of multimedia technology during English class discussions, mainly if it employs text, images, graphics, audio, video, and animation." Next, a mean score of 4.14 with a standard deviation of 0.684 was found in number seven of the questionnaire, I acquire broader English skills when multimedia technology is properly used". The mean score of 4.13 with a standard deviation of 0.587 was found in number six of the questionnaire, "I compare and contrast things easily with the aid of multimedia technology." Furthermore, the mean score of 4.11 with a standard deviation of 0.666 was found in number fourteen of the questionnaire, "Multimedia creates a relaxing atmosphere in an English classroom.". The same mean score and standard deviation are also found in questionnaire number eight, " Multimedia technology helps me to develop my productive skills in English." Meanwhile, a mean score of 0.48 with a standard deviation of 0.664 was found in seventeen items of the questionnaire: " Multimedia improves my comprehension of reading. There are three questionnaire items that have the same mean score but differ in standard deviation, which ranges between 4.07 and 0.672, 0.663, and 0.578. It falls on the questionnaires five, thirteen, and sixteen: "I don't take notes when multimedia learning on teaching listening occurs," Multimedia provides vocabulary in real-life situations," and "Multimedia motivates me to participate in classroom activities." Meanwhile, the mean score of 4.03 with a standard deviation of 0.662 was found in number eleven of the questionnaire, "The use of multimedia technology inspires me to learn English in class." Again, there are two questionnaire items that have the same mean score but differ in standard deviation, which ranges between 4.1 and 0.616 and

0.642. It falls on questionnaires one and three: "By integrating multimedia technology in teaching English, I can easily understand the topic of the lesson," and I can easily acquire more language skills accurately by using multimedia in teaching." Moreover, a mean score of 3.93 with a standard deviation of 0.624 was found in number two of the questionnaire, "Through multimedia technology, it is easy for me to remember the details of the lesson." On the other side, the mean score of 3.91 with a standard deviation of 0.728 was found in number twelve of the questionnaire: "When multimedia is applied in English, it develops my ability to be more active in speaking." The lower mean score of 3.81 with a standard deviation of 0.684 was found in number nine of the questionnaire, "I understand the lesson thoroughly and systematically through the integration of multimedia technology," and the lowest mean score of 3.55 with a standard deviation of. 0.826 was found in number four of the questionnaire, " I can retain information longer when multimedia is used in teaching English.".
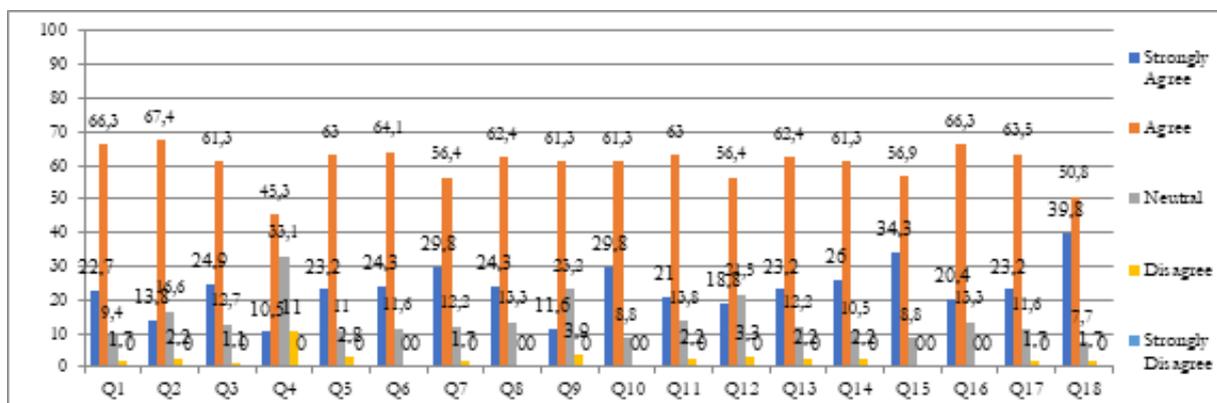
Figure 4. Percentage of the cognitive impact of multimedia learning.

This research answers the cognitive impact of multimedia learning on EFL learners in Indonesian Higher Education. Multimedia learning has a significant cognitive impact on EFL learners. Using images, audio, and video facilitates understanding of concepts, improves memory, and strengthens connections between information. Several aspects of multimedia influence students' cognitive abilities. First, visualization in pictures, diagrams, and graphs helps students understand concepts visually, facilitating better understanding. Both audio and narration can strengthen comprehension, allowing students to process information through hearing, which can improve memory. Third, interactivity in the form of simulations or questions that can be answered directly can trigger active student participation and increase engagement and mastery of the material. Fourth, a diversity of media that combines text, images, and video can provide variations that help meet different learning preferences. Fifth, presenting structured information through multimedia helps students organize and connect concepts, supporting their overall understanding of concepts. This finding aligns with the multimedia learning principle, which proposes that presenting information through a combination of text and images can lead to better understanding and retention than using either alone (Mayer & Moreno, 2016; Moreno & Mayer, 1999).

Another impact of multimedia learning is that students tend to be more engaged in learning because multimedia allows them to process information in greater depth.

Multimedia learning in the English classroom involves the use of technology such as video, audio, and interactive presentations, which increases student engagement because it creates a more dynamic learning experience and allows for variations in the delivery of material and the development of language skills (Rezaee et al., 2020). Another advantage is that multimedia learning can cater to different learning styles, enriching students' overall learning experience. Multimedia can accommodate students' learning styles because it enables the delivery of information in various forms, such as text, images, audio, and video, thereby increasing students' ability to absorb and understand information better (H. C. Liu, 2018). Additionally, combining multimedia elements in animation, video, and sound increases student involvement in learning, creating a more exciting and enjoyable atmosphere. It encourages students to think creatively and develop problem-solving skills because videos, simulations, and interactive elements help students understand the content of the material.

CONCLUSION

The cognitive impact of multimedia on EFL learners in Indonesian Higher Education includes increasing visual understanding, information retention abilities, and processing of non-verbal information. For this reason, teachers are expected to be selective and wise in choosing multimedia content that supports their students' cognitive goals.

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ANALYZING THE USE OF FIGURATIVE LANGUAGE IN REPRESENTING FEMINISM IDEOLOGY IN TAYLOR SWIFT'S SONG LYRICS

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Abstract : This research aims to analyze the types of figurative language in Taylor Swift's song lyrics representing feminist ideologies and to identify the feminist values conveyed in her songs that can contribute to building students' characters. Employing a descriptive qualitative method, the study interprets data sourced from five selected Taylor Swift songs. This research explores the use of figurative language in Swift's lyrics to portray feminist ideologies. The implications for the integration of feminism values in Taylor Swift's songlyrics into the teaching of character values in character education are also discussed.

Keywords : *Figurative Language, Song Lyrics, Feminist ideologies, Feminism values, Character educations*

INTRODUCTION

Music as a form of artistic expression has long been recognized for its ability to convey powerful messages and evoke emotions. In the realm of popular music, artists often use lyrics as a medium to address social issues, challenge norms, and advocate for change. One such artist who has been at the forefront of incorporating meaningful themes into her songs is Taylor Swift. Through her music, Swift has not only captivated audiences worldwide but has also sparked discussions on feminism, gender equality, and individual empowerment. Despite the widespread popularity of Taylor Swift's music, there remains a gap in understanding the intricate use of figurative language

in her lyrics to represent feminist ideologies. While her songs have been praised for their empowering messages, a detailed analysis of the figurative language employed to convey these ideologies is lacking. This research aims to bridge this gap by delving into the nuances of Swift's lyrical content and its alignment with feminist values. Through an examination of the figurative language used in Taylor Swift's songs, this study seeks to uncover the latent feminist ideology implicit in her lyrics. By conducting a detailed analysis of the use of metaphors, symbolism, and various literary devices, this study aims to illuminate how Swift conveys themes of feminist empowerment.

This study focuses on identifying Taylor Swift's song lyrics that employ figurative language containing feminist values. It builds upon prior research that examined the figurative language present in Taylor Swift's lyrics. However, this research specifically targets figurative language found in five different songs that convey feminist values. The selected songs include "The Man," "Mad Woman," "The Last Great American Dynasty," "You Need to Calm Down," and "Shake it Off." Researchers utilize the theoretical frameworks of Perrine (1977) and Kennedy (1983) to identify the types of figurative language employed in the song lyrics. Additionally, this study references Tong's (1989) work, as corroborated by scholars such as Zolkifli (2023) and Putri et.al., (2022), to assess the feminist values within the context of these songs.

LITERATURE REVIEW

Setiawati and Maryani (2018) conducted a study titled "An Analysis of Figurative Language in Taylor Swift's Song Lyrics," focusing on the various types of figurative language employed by Taylor Swift in her songwriting. The research highlighted the prevalence of hyperbole as a dominant technique in Swift's lyrics, emphasizing the emotional weight it adds to her songwriting. However, the study's limitation was its narrow focus on only two songs from one album, potentially limiting the generalizability of the findings to Swift's broader body of work. Yusnitasari et al. (2022) explored the intersection of feminist ideologies and figurative language in song lyrics, emphasizing the role of language in conveying gender equality and empowerment themes. The study underscored the importance of analyzing feminist ideologies and types critically within song lyrics to understand their impact on character development and societal values. Zolkifli et al. (2023) delved into the relationship between figurative language in music and character education, specifically examining how metaphors, symbolism, and literary devices in song lyrics can convey messages related to empowerment, agency, and gender dynamics. The research aimed to deepen our understanding of figurative language in music, particularly in the context of feminist ideologies. Through synthesizing the findings of Setiawati (2018), Yusnitasari et al. (2022), and Zolkifli et al. (2023), it becomes evident that the analysis of figurative language in song lyrics, particularly those of Taylor Swift, plays a crucial role in conveying feminist ideologies, promoting gender equality, and empowering individuals. These studies collectively highlight the significance of figurative language as a tool for character development, emphasizing the importance of critically examining the language used in music to foster values aligned with feminism and societal progress.

Perrine (1977) defines figurative language as language that should not be taken literally but rather in an imaginative sense. Figurative language is used to create vivid

imagery and convey meanings beyond the literal interpretation of words. It includes various literary devices such as metaphors, similes, hyperboles, personifications, and symbols, among others. These devices enhance the depth and complexity of literary works by adding layers of meaning and evoking emotions in the reader or listener. Kennedy (1983) further elaborates on figurative language in his work "An Introduction to Fiction, Poetry, and Drama," highlighting its role in literature to create emphasis and evoke emotional responses. He discusses how figurative language, through techniques like metaphors, similes, and hyperboles, can enhance the aesthetic and communicative aspects of literary works. Based on Tong's (1989) definition of feminist ideologies and types, Zolkifli et al. (2023) and Putri et.al., (2022) concluded that the feminism values embedded in Taylor Swift's songs include courage, freedom, survival, pride, and independence.

METHOD

The research methodology employed in this study encompasses descriptive qualitative methods, incorporating various techniques for data collection and analysis. Data collection methods include observations, document analysis, and the examination of audiovisual materials. During the data analysis stage, a process of data reduction is conducted, which involves identifying and categorizing figurative language evident in the song lyrics. Subsequently, the data is presented utilizing tables. Finally, conclusions are drawn by interpreting the data in relation to feminism values, thereby providing insights into the depiction of feminism within Taylor Swift's song lyrics.

RESULT AND DISCUSSION

Figurative language, as defined by Perrine (1977), encompasses expressions not meant to be interpreted literally but rather in an imaginative sense. In analyzing Taylor Swift's songs, including "The Man," "Mad Woman," "The Last Great American Dynasty," "You Need to Calm Down," and "Shake it Off," the researcher identified various types of figurative language. These include 10 metaphors, 4 similes, 3 hyperboles, 2 allusions, 2 personifications, 1 instance of irony, 1 metonymy, and 1 symbol.

Metaphors, as described by Perrine (1977), directly compare two subjects without using explicit comparative terms like "like" or "as." Previous studies by Setiawati (2018) and Santika & Syafryadin (2023) have highlighted metaphors as prevalent in Taylor Swift's songs. This research reinforces those findings, emphasizing metaphors' significance in conveying feminist values, particularly courage.

Table 1. Metaphors in Taylor Swift's Songlyrics

Song title	Example of Idioms	Interpretation
The Man	They'd say I <u>played the field</u> before I found someone to commit to	In this lyric, the speaker gives an implied analogy which is the definition of a metaphor. The speaker is not literally playing on a sports field, but rather expressing the idea that they had various romantic relationships before committing to someone.

Mad Woman	Now I breath flames each time I talk, my cannons all firing at your yacht	This metaphor compares Taylor Swift's anger or intensity to the action of blowing fire. The lyrics express her anger or frustration clearly, as well as serving as criticism of the behavior or actions of others being responded to by the speaker. It indicates that the Swift feels treated unfairly or disadvantaged in some way, eliciting an intense emotional response.
You Need to Calm Down	Say it in the street, that's a knock-out	This expression uses a metaphor to state that if one expresses something openly on the streets, it is likely to a hard punch or victory in the situation.
Shake it Off	I shake it off	In this context, the act of "shake it off" is interpreted as shaking off or removing a negative feeling or situation and can be considered as a metaphor for letting go or overcoming difficulties, obstacles, or negative emotions. In other words, "shake it off" is used as a symbol to overcome and release the burden and move on.

Similes, on the other hand, employ "like" or "as" to draw comparisons between entities, as outlined by Perrine (1977). Research by Zolkifli (2023) and Setiawati (2018) has noted the frequent use of similes in Swift's lyrics. This study reaffirms those findings, underscoring similes' role in expressing feminist principles like equality and freedom.

Table 2. Similes in Taylor Swift's Songlyrics

Song title	Example of Idioms	Interpretation
Mad Woman	And women like hunting witches, too.	The line compares women to witch hunters, suggesting that women can also be involved in harmful actions against each other's. This line also suggests that women can play different roles depending on the situation, just like men can.
You Need to Calm Down	You are somebody that I don't know. But you're taking shots at me like it's Patrón.	The expression uses a comparison with the word "like," stating that the person is criticizing or attacking in a manner similar to Patrón. In this context, Patron refers to a premium tequila known for its strength and intense flavor. The phrase "like it's Patron" can be interpreted that Swifts wants to paint a picture of how strong or aggressive the criticism or attack is, similar to the strength and intensity of Patrón tequila. She aims to convey that the criticism she has faced is of high intensity or even aggressive. So, in her songlyrics, the simile is employed to provide a deeper nuance and intensity to the statement.
Shake it Off	It's like I got this music in my mind.	In this context, "music in the mind" is used by Swift as a simile or comparison to convey the message that everything will be alright.

Hyperbole, characterized by exaggerated emphasis according to Kennedy (1983), has been consistently identified in Taylor Swift's songs by researchers like Zolkifli (2023) and Santika & Syafryadin (2023). This study corroborates previous findings, highlighting hyperbole's usage in conveying feminist values such as survival and courage.

Table 3. Hyperbole in Taylor Swift's Songlyrics

Song title	Example of Idioms	Interpretation
The Man	I'm <u>so sick</u> of running as fast as I can	This lyric is not sick in a literal sense, yet Swift aims to communicate a sense of exhausting, highlighting her needs to exert twice the effort to achieve a particular goal.
The Last Great American Dynasty	There goes the <u>most shameless woman</u> this town has ever seen	The phrase is an exaggeration to emphasize the woman's extreme level of bravery or shameless behavior.

Allusion, referencing well-known entities, is another form of figurative language found in Swift's lyrics, as noted by Siallagan (2017). This study aligns with previous studies, emphasizing the importance of allusions in expressing feminist ideals like freedom and survival.

Table 4. Allusion in Taylor Swift's Songlyrics

Song title	Example of Idioms	Interpretation
The Man	I'd just be like Leo in Saint-Tropez	"Leo" here refers to Leonardo DiCaprio. DiCaprio is a famous actor who is also known for his lifestyle that often visits Saint-Tropez to have fun, especially with his model women. He is known as a man who only date young girls with an age limit of 25 years. Taylor Swift is also a very successful person in her field, the music industry. However, the allusion suggests that, unlike DiCaprio, Swift cannot freely date younger men due to societal norms deeming it taboo and inappropriate. The lyrics state that women also have the right to act freely.

Personification, attributing human traits to non-human entities, has been identified by Setiawati (2018) and reinforced by recent research. It serves as a consistent tool in Swift's songwriting, reinforcing feminist values like courage and independence.

Table 5. Personification in Taylor Swift's Songlyrics

Song title	Example of Idioms	Interpretation
The Last Great American Dynasty	Fifty years is a long time. <u>Holiday House sat quietly</u> on the beach, free of women with madness, their men and bad habits, and then it was bought by me.	Giving a human-like feel to a house that is located at the beach, creates an image of a house as an entity that has the ability to sit and calm down.

Irony, the opposite of literal meaning, has been noted in Swift's songs by Yusnitasari (2022) and Santika & Syafryadin (2023). While less prevalent than metaphors, irony plays a significant role in conveying feminist principles, as highlighted in this study.

Table 6. Irony in Taylor Swift's Songlyrics

Song title	Example of Idioms	Interpretation
The Man	Cause if I was a man, then I'd be the man.	This use of irony allows Taylor Swift to express her frustration and desire for change in a nuanced way. By suggesting that being a man would make her the ideal man, Swift is critiquing the double standards and expectations that are often placed on women. This ironic statement highlights Taylor Swift's awareness of the gendered nature of success and recognition, and their desire for a more equitable society where gender does not dictate one's potential or value. The irony in this line serves to underscore Swift frustration with the gendered expectations and limitations placed on them, using the figure of speech to convey a complex message about societal norms and personal aspirations.

Metonymy, using something closely related to represent another, emerges as a notable but less frequent form of figurative language in Swift's work, as indicated by Zolkifli (2023) and Santika & Syafryadin (2023). It primarily conveys the feminist value of pride.

Table 7. Metonymy in Taylor Swift's Songlyrics

Song title	Example of Idioms	Interpretation
The Man	If I was out flashing my dollars, I'd be a bitch, not a baller	Dollars is a metonymic expression representing a display of wealth or success, where the money itself symbolizes these qualities. In addition, the dollar is the world's most widely used and most recognizable currency.

Symbols, representing ideas or concepts, have been consistently present in Swift's music according to Siallagan (2017) and reaffirmed by this research. Alongside metonymy, symbols play a significant role in expressing feminist values, particularly pride.

Table 8. Symbol in Taylor Swift's Songlyrics

Song title	Example of Idioms	Interpretation
You Need to Calm Down	But we figured out you out, we all know now, we all got crowns	In this lyric, the use of symbolism occurs when the singer states "We all got crowns." Here, "crown" not only refers literally to an object, but becomes a symbol of the potential, excellence, and self-esteem possessed by everyone. By using the symbol "crown," the singer conveys the message that everyone has value and privilege that needs to be recognized and respected, as if everyone is a king or queen with their own crown.

This study contributes to the understanding of how figurative language in Taylor Swift's songs effectively communicates feminist ideals, providing continuity with previous research while adding new insights.

CONCLUSION

Taylor Swift's song lyrics employ various types of figurative language to represent feminist values. Among these, metaphor emerges as the most prevalent, appearing in 10 instances. Following closely, simile is present in 4 instances, while hyperbole appears in 3 instances. Additionally, there are 2 instances each of allusion and personification, alongside one instance each of irony, metonymy, and symbol. This diverse employment of figurative language enriches the depth and complexity of Swift's lyrics, effectively conveying themes related to feminism and empowering messages to her audience.

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ERROR ANALYSIS USING FIGURATIVE LANGUAGE AMONG STUDENTS IN POETRY CLASS ENGLISH DEPARTMENT PAKUAN UNIVERSITY

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Abstract : This article investigates the error analysis of the utilization of figurative language among students of English Poetry in the English Department at Pakuan University, focusing on their composition. The study aims to identify prevalent errors and patterns in the application of figurative language while analyzing poetry. Employing qualitative research methods, the study evaluates a representative sample of poems analyzed by the students. Through systematic error analysis, the study categorizes and analyzes the errors in figurative language. The findings shed light on common challenges faced by students in grasping the nuances of figurative language. Moreover, the study concentrates on potential factors contributing to these errors, such as the students; language competence, learning materials, and classroom instruction. The implications of the research highlight the significance of targeted language instruction strategies to enhance students; grasp of figurative language. The result shows students' errors in metaphor analysis (30%), personification analysis (20%), imagery analysis (10%), and symbolism (40%.). Ultimately, this research contributes to the pedagogical understanding of teaching English poetry effectively, particularly in cultivating accurate language skills within the context of poetry analysis. While asking the students to make English poetry using figurative language, it is also expected to strengthen their understanding of the formation of figurative language.

Keywords : *College Students, English Poetry, Error Analysis, Figurative Language*

INTRODUCTION

In the human experience, language is extremely important. It is a rule-governed system of sounds that gives speakers of the language understandable meanings. Language is a tool that allows people to communicate and trade knowledge, beliefs, opinions, instructions, gratitude, and more. It also acts as a means of conveying ideas, concepts, and emotions. Language is used in many facets of daily life, including business, where it is essential to make sales of goods and services (Mamonto et al., 2023). Both literal and figurative forms of communication can be achieved through language use. Words are used in literal language according to their true, unambiguous meanings, which allows for easy comprehension at face value without the need for concealed interpretations (Dewi, D. A. M. D. K., & Putra, 2022). Conversely, figurative language creates phrases that defy literal interpretation by employing words in ways that vary from their literal senses. Thus, metaphorical language reveals a deeper meaning or reality (Hasanah et al., 2022).

A poem is a group of words used to convey ideas or feelings in a literary work. It aids pupils in developing their vocabulary as well as their language abilities. Poems with vocabulary features help students become better listeners by allowing them to hear speakers recite poetry on stage, in video, or on audio. Poems also help students enhance their reading comprehension skills by forcing them to understand their meanings. Later on, they also help students develop their speaking abilities by allowing them to share their thoughts with other students about the moral lessons contained in the poetry (Fasikh & Batauna, 2022).

Poetry frequently uses figurative language to paint a vivid and profound picture for the reader. Figurative language is the use of words or sentences that are not literal but convey a deeper figurative meaning. The use of figurative language in poetry adds depth to the meaning and nuance of words, allowing readers to engage with poetry more emotionally and creatively (Maula, 2013).

Error analysis research using figurative language in the final project of poetry class English literature study program students of Pakuan University became an interesting topic. The final exam task in the English poetry course is to analyze figurative language in poetry The Road Not Taken by Robert Frost. "The Road Not Taken" is one of Robert Frost's and the world's best-known poems. Although generally taken as a praise of rugged independence, the poem has various meanings. The speaker in the poem, faced with a choice between two paths, chooses the "less traveled," a decision he or she believes "made all the difference."(Mulyati, n.d.).

The background of the research can be formed from several factors, such as the importance of understanding figurative language. Figurative language is one of the important aspects of English poetry. Understanding and using figurative language appropriately can increase the power of expression in poetry. The next challenge is the difficulty of students' understanding of figurative language. Students have difficulties understanding different types of figurative language, such as metaphors, personifications, or similes, and how to use them appropriately. Common mistakes in the use of figurative language include confusion when distinguishing between different types of figurative language. Research objectives include identifying the most common types of errors,

investigating the factors that contribute to those errors, and proposing strategies to improve the understanding and use of figurative language in college students.

LITERATURE REVIEW

Figurative language refers to the use of words or statements that have a meaning distinct from the literal. People do not often employ figurative language in their everyday conversations. Figurative language is frequently used in literary works, including newspaper articles, ads, novels, poems, etc. The use of words that deviate from their typical meaning is known as figurative language. The readers have to exercise their imagination to decipher the author's meaning. (Liando et al., 2021) A writer is just presenting the facts as they are when they write in a literal manner. Comparatively, figurative language employs changes or exaggerations to convey a specific meaning. Figurative language is frequently employed in literary works, including nonfiction, prose, and poetry (Yunanda et al., 2021).

Figurative language is a kind of speech that expresses ideas using words in a way that deviates from literal interpretation. Speech that is imagined and uses figurative language has greater meaning. "Figure of Speech is a departure from the ordinary form of expression or the ordinary course of an idea to produce a greater effect," claim. When describing something, someone, or a circumstance, figurative language is employed to draw comparisons with other things (Nurhaida & Marlina, 2017).

Tajali (in Fadaee) identifies three purposes for figurative language. The language that uses figures of speech, often known as figurative language, aims to enhance linguistic clarity and beauty. Figurative language aims to provide clarity by comparing and explaining the meaning behind expressions. Additionally, the author's use of comparison in the short narrative improves the work's readability. The author's use of words demonstrates their aptitude and inventiveness. Furthermore, the use of figurative language enhances the beauty and richness of language (G, 2023).

According to Perrine Lawrence in Yulidar (2014), figurative language is a figure of speech that adds dimension to words. Poets use metaphorical language to convey their ideas more successfully than they would using basic, dull language. Figurative language deepens the poet's mood for poetry. Based on Perrine theory, there are 12 types of figurative language, namely simile, metaphor, personification, synecdoche, metonymy, symbol, allegory, hyperbole, understatement, irony, paradox, and apostrophe (Yulidar, 2014).

METHOD

This study made use of a qualitative descriptive approach as it aimed to analyze the errors made by fourth-semester students in the Poetry class at Pakuan University within the English Department. Qualitative research seeks to gain insight into subjects' experiences, encompassing actions, motivations, thoughts, and behaviors. It also focuses on understanding and describing the phenomena through the use of narrated words, as

indicated by Moleong. (L.J., 2014) To provide an extensive analysis of errors related to word order, the study adopted a descriptive research design, aligning with Burns and Grove's (2003) explication on the subject. Descriptive research is valued for its ability to offer a genuine portrayal of a specific context or scenario (F, 2023). Hence, a qualitative descriptive approach was chosen to gain a thorough understanding of students' errors in using figurative language in analyzing a poem by Robert Frost done by the students of Poetry class, English Department, Pakuan University.

This study took the students of the English Poetry class, English Department, Pakuan University as samples. The technique that was used to select the participants of the study was random sampling, which indicates the similar characteristics between the sample and the population, as stated by Seruni (F, 2023). The class was randomly selected following the recommendation of the head of the study program. The class then opted to be the participants since the analysis of poetry was made a semester final test for the poetry class and was put into consideration as one of the scoring components of the class.

The data was taken from the final test of poetry analysis by students in poetry class, the English Department, at Pakuan University. The aim of poetry analysis as the final project of the class is to examine the understanding of figurative language. There were 40 work pieces used to gather the data and analyze the errors in using figurative language and symbolism. Finally, the data were categorized into four types of errors, such as error analysis in metaphor, personification, imagery, and symbolism. Then, the weaknesses and strengths of the students were projected, and they were used as a basis for evaluating the class materials, teaching activities, and focus.

RESULT AND DISCUSSION

The final exam task in the English poetry course is to analyze figurative language in poetry in The Road Not Taken by Robert Frost. The students of the Poetry class analyzed what figurative language was contained in the poem. After collecting the data, the researcher identified and classified four types of errors: errors in metaphor, personification, imagery, and symbolism.

A. Error in Metaphor analysis

No	Data	Correction
1.	Two roads diverged in a yellow wood" **This part of the poem contains personification.**	Two roads diverged in a yellow wood" **and the yellow wood suggests the autumn season, a metaphor for the later stages of life.**
2.	And that has made all the difference" — **This line suggests the personification.**	And that has made all the difference" — **This line suggests that the choice made in the past has significantly impacted the speaker's life, metaphorically highlighting the importance of decisions.**

Table 1

B. Error in Personification analysis

No	Data	Correction
1.	Because it was grassy and wanted wear" — **The road is a metaphor suggesting the way of life.**	"Because it was grassy and wanted wear" — **The road is personified as desiring wear, suggesting it lacks human characteristics and desires.**
2.	"How way leads on to way" **The abstract concept of a path or way is a metaphor for leading on its own.**	"How way leads on to way" **The abstract concept of a path or way is personified as leading on its own, implying a sense of inevitability or fate.**

Table 2

The table above shows that students incorrectly analyzed the lines of poems containing metaphors. As many as 12 out of 40 students (30%) made mistakes in analyzing metaphors and 8 students (20%) in personification. They couldn't analyze the difference between metaphor and personification. A metaphor is a figurative language that depicts an object or activity in a way that isn't accurate but serves to clarify an idea or draw a contrast. Personification is a very intriguing aspect of language. It is a form of metaphorical language in which non-human objects are described as if they were human. This method lends human characteristics to objects or ideas.

C. Error in Imagery

No	Data	Correction
1.	"Yellow wood", "grassy", "undergrowth", and "leaves no step had trodden black" — **These gustatory imagery images in the reader's mind.**	"Yellow wood", "grassy", "undergrowth", and "leaves no step had trodden black" — **These visual descriptions create vivid images in the reader's mind, enhancing the sense of place and atmosphere in the poem.**

Table 3

Table 3, shows that students incorrectly analyzed the lines of poems containing metaphor. As many as 4 out of 40 students (10%) could not analyze the difference between visual imagery and gustatory imagery. Visual imagery refers to sights that help the reader visualize the subject, objects, or actions in the poetry.

D. Error in Symbolism analysis

No.	Data	Correction
1.	The fork in the road **This line contains a metaphor: the road means the way of life.**	The fork in the road **symbolizes decision-making and the choices individuals face in** life.

| 2 | The road "less traveled by" **This line symbolizes not being visited by many travelers.** | The road "less traveled by" **symbolizes taking unconventional or less popular paths, which can lead to significant outcomes.** |

Table 4

Table 4 shows the students cannot distinguish between metaphor and symbolism when analyzing poetry. Symbolism is frequently utilized to communicate a certain message to the audience. Writers frequently use this literary strategy as a form of artistic expression. Symbolism is a literary device in which symbols serve to symbolize ideas. Symbolism involves symbols that are consistent with the general tone and content of the poetry.

From the analysis above, the researchers found that several factors cause students difficulty in analyzing the language style in poetry:

Lack of Language Comprehension: students do not have a firm grasp of English or the language used in the poem yet. Without a sufficient understanding of vocabulary, sentence structure, and grammar, they will have difficulty identifying and understanding the style of language used.

Lack of experience reading poetry: limited reading experience can hinder their ability to recognize and analyze language style.

Analyzing poetry necessitates critical thinking abilities to detect and comprehend themes such as metaphor, personification, or symbolism. Students who have not received training in these skills may have difficulty applying them to poetry.

Less effective or participatory teaching techniques for poetry analysis can have an impact on students' ability. Approaches that are less engaging or actively involve pupils can impair their comprehension.

Overcoming students' incomprehension of figurative language analysis in poetry can involve several strategies that can improve their understanding: training and example-based learning: providing concrete examples of figurative language in poetry. Teach students to identify these types of figurative language in the poetry they read. Lead discussions in which students can explain how they interpret figurative language in poetry. Talks like this can assist kids in seeing things from many angles and interpretations. When illustrating figurative language in poetry, use pictures or diagrams. Make a concept map, for instance, to illustrate the connection between words and the figurative meanings they convey.

CONCLUSION

This study has described students' errors in figurative language analysis. Analyzing the poem written by Robert Frost concluded that the figurative language used in the poem is metaphor, personification, imagery, and symbolism. The result shows students' errors in metaphor analysis (30%), personification analysis (20%), imagery analysis (10%)), and symbolism (40%.). They couldn't analyze the difference between metaphor and personification, imagery, and symbolism when analyzing poetry. According to the findings, various factors, such as a lack of language comprehension and limited reading

experience, make it difficult for pupils to analyze the language style in poetry. Analyzing poetry requires critical thinking skills. Less effective or interactive teaching methods for poetry analysis. To improve students' grasp of figurative language analysis in poetry, numerous tactics might be used.

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ENHANCING STUDENTS' LEARNING ENTHUSIASM THROUGH LESSON STUDY AT SMPIT GENERASI RABBANI OF BENGKULU CITY

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Abstract : Students' enthusiasm for learning is very important in supporting successful learning. However, based on observations at SMPIT Generasi Rabbani, Bengkulu City, students' enthusiasm for learning English is still low. To overcome this problem, the researchers chose the Discovery Learning Model to implement in classroom activities. The aim of this research is to enhance students' enthusiasm for learning English through Lesson Study (LS). The method used in this research is LS which consists of some steps, namely: preparation (Plan), implementation (Do), reflection (see). The research instrument used was observation sheets, namely: observation sheets for students' enthusiasm in the implementation of the discovery learning model in learning English. The results obtained from ten indicators to determine students' enthusiasm show that there are seven indicators in the classroom activity of open class. It is proven that learning English by implementing the discovery learning model through LS in class VIII B at SMPIT Generasi Rabbani of Bengkulu City can enhance students' enthusiasm for learning English. It can be seen from classroom activities with observation and learning lessons that the researchers learned after the learning process.

Keywords: *Students' Enthusiasm, Lesson Study, Discovery Learning Model*

INTRODUCTION

Education is an important aspect that must be paid attention to by the government because a good education system will produce quality students for the progress of the nation. Having a good education system will produce superior human resources to advance the country through their ideas and creativity. Therefore, many countries are starting to make various efforts to improve the quality of their education systems, including Indonesia. Nasrudin and Nurrachman (2016) stated that Indonesia has applied conventional methods in teaching and learning process which are teacher-centered rather than student-centered. This is proven by the many government programs to encourage teachers to change the learning system in the classroom to be student-centered, including the Independent Curriculum Implementation program (IKM) , Sekolah Penggerak, Collaboration between University Lecturers and Teachers in Schools (KDS). Education is an important aspect that must be paid attention to by the government because a good education system will produce quality students for the progress of the nation. Having a good education system will produce superior human resources to advance the country through their ideas and creativity. Therefore, many countries are starting to make various efforts to improve the quality of their education systems, including Indonesia. Nasrudin and Nurrachman (2016) stated that Indonesia has applied conventional methods in the teaching and learning process that are teacher-centered rather than student-centered. This is proven by the many government programs to encourage teachers to change the learning system in the classroom to be student-centered, including the Independent Curriculum Implementation Program (IKM), *Sekolah Penggerak*, Collaboration between University Lecturers and Teachers in Schools (KDS). It is hoped that several government programs will encourage teachers to innovate in the learning system by focusing on students and no longer using lecture methods in the classroom. The result of this process is expected to improve the quality of education and students' achievement). It is hoped that several government programs will encourage teachers to innovate in the learning system by focusing on students and no longer using lecture methods in the classroom. The result of this process is expected to improve the quality of education and students' achievement.

The learning process should be changed from the conventional method, which emphasizes the lecture method and focuses on the teacher's role in providing lessons to students, to meaningful learning by increasing student involvement in class to increase student motivation and enthusiasm for learning. This research is a follow-up to the collaboration program between college lecturers and schoolteachers (KDS), namely between Dehasen Bengkulu University and SMPIT Generasi Rabbani. From the results of initial observations at SMPIT Generasi Rabbani conducted by researchers, it was found that students were less enthusiastic about learning, students were less involved in learning activities in class and student learning outcomes were still low on average.

From the aforementioned three problems, it can be said that the quality of learning at SMPIT Generasi Rabbani is still low. This is also reflected in the data obtained by researchers from educational science trends conducted in 2011. According to Bahtiar Yuyun (2019), students in Indonesia cannot answer questions that involve critical thinking skills or explaining reasons but can only answer questions by memorizing.

Apart from that, Winarno (2023) states that poor student learning outcomes are caused by students' negative attitudes and low motivation to learn English. Therefore, teachers should motivate students, create a supportive classroom environment, encourage student engagement, and increase students' interest in learning. Students cannot develop reasons for the answer or elaborate on the implications of the answer. Therefore, a learning process that focuses on student-centeredness is important to implement in the education system because it can increase understanding, interaction, motivation, enthusiasm, student activation in class activities, etc.

SMP IT Generasi Rabbani of Bengkulu City is one of the Islamic schools that implements teacher-centered learning. Teachers usually use books and LKPD to teach students in the classroom. That is why the researchers used that school for this study, with the purpose of motivating and enhancing students' enthusiasm for the learning process through lesson study. To overcome this problem, the researchers collaborated with teachers at SMPIT Generasi Rabbani to implement Lesson Study (LS) in the classroom to improve students' participation, enthusiasm, and understanding, but this research focused on students' enthusiasm for the implementation of LS combined with the Discovery Learning Model in English.

LITERATURE REVIEW

Lesson Study (LS) which has appeared as an alternative to handle the problem of teaching and learning practices, especially in a student-centered setting, can become an alternative way to change the learning process for better and more effective improvement in Indonesia. Hollingsworth and Oliver (2005) stated that LS is a model of teacher learning that was initiated in Japan. It involves small groups of teachers meeting regularly to engage in a collaborative process of lesson planning, implementation, evaluation, and refinement. Then, Bagherzadeh & Tajeddin, 2021; Hassan & Ibourk, 2021; Yazlık & Çetin, 2020 also define that LS, formerly a type of teachers' group work, is also believed to enhance success in teaching and learning activities. First, LS can provide wealth and value from learning by increasing teacher knowledge. Second, LS can develop pre-service teachers' creative, confident, and reflective pedagogy (Graves et al., 2010). Third, according to Instefjord & Munthe (2017), LS can enhance pre-service teachers' experience and professional development in their studies.

Besides that, the implementation of lesson study has advantages not only for the teachers but also for the students and the school, as well as a positive impact on the improvement of the learning process. It has been proved by the results of research carried out by the teachers and students in America and Japan in Yoshida (1999) as well as in Indonesia, exactly at SMA Lab Universitas Negeri Malang (2008). The result was unexpected: all teachers and students (100%) agreed with the implementation of lesson study because it had a positive impact on the process of teaching and learning. This indeed accommodates teachers' professionalism, as targeted by the Indonesian government, in that all teachers are required to be formally certified.

Similarly, Madjdi, A. H., and Rokhayani, A. (2021) have studied increasing student learning participation in fifth-semester students of the English Teacher Education program at Muria Kudus University. The results show that the implementation of LS

can enhance students' participation if learning activities enhance and critically affect the learning atmosphere. Subsequently, Sulaiman R, Mansyur U, and Sulastri S (2022) found that LS enhanced teachers' pedagogical competence from good to very good criteria after going through stages, especially in the aspects of mastering student characteristics, mastery of learning theories and principles, and communication or interaction in class. Based on some previous studies above, the researchers get the same benefit from implementing LS in the classroom to enhance and improve the quality of the learning process and students' interaction and participation, but there is no finding about students' enthusiasm yet when LS is implemented in the classroom. Hence, the research question of this research is how the implementation of the LS can enhance students' enthusiasm at SMPIT Generasi Rabbani in Bengkulu City. This research question will be answered by a description of the LS process by collaboration between lecturers and teachers at SMPIT Generasi Rabbani of Bengkulu city to identify phenomena in a lesson by means of preparing the lesson together (an action plan), observing the lesson together (with the presence of other sides, e.g., the principle, lecturers, and teacher as observers), and reporting their observation of the lesson for everybody to study together. Teachers are a component that plays an important role in this research.

The success of the learning process depends on the way teachers carry out their duties because teachers interact directly with students through learning. In learning, the teacher's role is not only limited to being a teacher (transmitter of knowledge), but also as a guide, developer, and manager of learning activities who can facilitate student learning activities in achieving predetermined goals. In carrying out their role, teachers do many things, starting with preparing learning materials and learning media according to the characteristics of students. Apart from that, the most important thing that teachers must do is to arouse students' enthusiasm for learning in class. Teachers must have small group discussions when implementing LS to facilitate easier observation of students' enthusiasm in the learning process.

Enthusiasm is an attitude of enthusiasm, motivation, and encouragement that comes from within humans themselves, without any compulsion from anyone. In the learning process in class, students need to have an enthusiastic attitude when receiving and responding to the material presented. According to Partanto (2004), enthusiasm is defined as passion, great interest, excitement, and enthusiasm. Therefore, enthusiasm contains elements of enthusiasm and great interest in carrying out learning activities. By arousing students' enthusiasm for learning, it is hoped that learning will be successful in achieving educational goals. Apart from enthusiasm for learning, Khosiyati (2010) elaborates on some indicators of enthusiasm as follows:

1) During the learning process, students diligently listen to the teacher's explanation.
2) Students are enthusiastic about answering the teacher's questions.
3) Students are enthusiastic about asking questions about material that is not clear.
4) Students are enthusiastic about recording important things as study material at home.
5) Students are enthusiastic about submitting ideas or concepts related to the subject matter.
6) Students are enthusiastic about carrying out the teacher's duties.
7) Students are enthusiastic about working together with friends.

8) During learning activities, students are active.
9) When carrying out formative tests, students are serious about completing assignments.
10) Students have a strong sense of self-confidence.

Those indicators will be used to investigate the enhancement of students' enthusiasm for learning English through lesson study at SMPIT Generasi Rabbani of Bengkulu City, especially in class VIII B. Students' enthusiasm for learning is critical in fostering successful learning. However, based on observations at SMPIT Generasi Rabbani, Bengkulu City, students' enthusiasm for learning English is still low. This is characterized by low enthusiasm for learning, and some students even have to be forced to start learning. To overcome this problem, researchers also chose to implement a learning model that suits the characteristics of students, namely the discovery learning model. Hosnan, (2016) defines discovery learning as a model of developing an active way of learning by obtaining and studying it yourself, so that the results obtained can be continuously remembered. By using this learning method, students can also learn to think, analyze, and solve problems.

Furthermore, according to Hamalik (2015:29), discovery learning is a model for developing active ways of learning for students by discovering and investigating so that the results obtained will be long-lasting in students' memories and will not be easily forgotten. The Discovery Learning model is the discovery of concepts with a series of data or information obtained through observation or experimentation (Cahyo, 2013: 100). From the various opinions above, it can be concluded that the characteristics of the Discovery Learning model include: (1) exploring and solving problems to form, combine, and announce knowledge, (2) focusing on students, and (3) activities combining new knowledge and existing knowledge that existed before. From the experts' explanations above, it can be concluded that the Discovery Learning Model focuses on students as the main figures in learning, this is what underlies model teachers and partners in choosing this model to be implemented in the classroom in order to enhance students' enthusiasm for learning.

Implementing the Discovery Learning model consists of six main steps: (1) stimulation, starting the teaching and learning process activities by asking questions, making suggestions for reading books, and other learning activities that lead to preparation for problem solving; (2) problem statement (statement or identification of the problem), namely giving students the opportunity to identify as many problem agendas as possible. Additionally, this research combined the LS and the Discovery Learning model to enhance students' enthusiasm for learning English at SMPIT Generasi Rabbani in Bengkulu City.

METHOD

This study used the descriptive-qualitative method, which, according to Moleong (2010) in Za et al., (2022), observation results to display into sentences can be called qualitative research. While the descriptive method involves accurately describing the characteristics and correlations between current cases. The data collection used an observation sheet by the researchers when students in Class VIII B learned English.

The observers focused on observing the student learning activity, student interaction in small groups, and student interaction with the teacher model in the classroom in the implementation of the discovery learning model through lesson study. The research subjects were 22 students in class VIIIB at SMPIT Generasi Rabbani of Bengkulu City. Class research is managed by lesson study (Dudley, 2013). Therefore, the data in the study were obtained using observation and documentation. In addition, data were obtained from before and during students' enthusiasm during the learning process (Aryani & Rahayuni, 2016). The research instrument used was observation sheets, namely: observation sheets for students' enthusiasm in the implementation of learning English. This research was carried out from August 4, 2023, to September 30, 2023. There are three cycles of open class in this research, and each cycle consists of three stages, namely plan, do, and see. Data collection in this research used observation sheets carried out by observers consisting of 3 lecturers and 4 partner teachers. This type of research is lesson study research using the Discovery Learning model, which is carried out in 3 stages, namely plan, do, and see. This research uses the lesson study model described by Hendayana, et al. (2011) and Marweni (2013: 17–20) and the plan-do-see concept. The description of the lesson study activities that have been carried out is as follows:
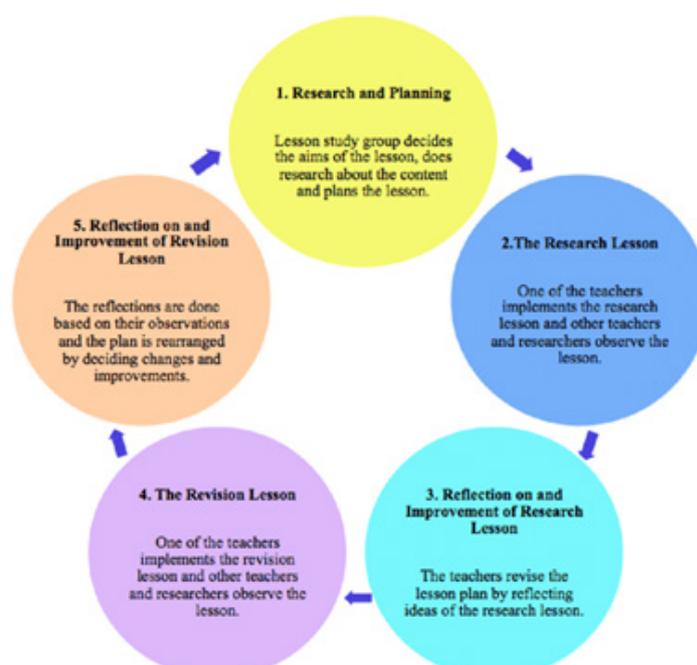
Figure 1. Lesson Study Cycle

1) Planning Stages (Plan)

Planning activities (Plan) that have been carried out by partner teachers in collaboration with lecturers are finding and analyzing problems experienced by students in learning at SMPIT Generasi Rabbani. After the problem has been analyzed, the next step is to prepare a lesson plan that reflects the problem-based learning found, prepare the material, create a research instrument that includes an evaluation tool in the form of a test with answers and a scoring guide, and create an observation sheet. At the planning stage, teachers and lecturers have an agreement to select teachers to practice the lesson plans that have been prepared together.

2) Implementation Stages (Do)

At the implementation stage, the activities that have been carried out are learning implementation activities carried out by one of the agreed teachers, observation activities, or observations carried out by partner teachers and lecturers who are members of the Lesson Study community. Next, evaluate learning by giving tests or questions to students in the form of LKPD.

3) Stages of Reflection (See)

The reflection (See) stage is a very important stage because it is an effort to improve the learning process. The discussion started by conveying the impressions of model teachers who had practiced Discovery Learning, by conveying comments or general impressions as well as specific impressions of the learning process they carried out, for example, regarding the difficulties and problems felt in carrying out the RPP that had been prepared. Next, each partner teacher conveys the results of observations made regarding student activities and overall learning activities.

The observation sheet is an important instrument in this lesson study activity because it is a reference for the model teacher as to whether the students in the class during the lesson are really learning, paying attention to the model teacher in the sense of being able to understand the material and gaining valuable experience, so that interest in learning grows from the enthusiasm of the female students. In class. This activity provides a platform for teachers and lecturers to observe student activities in the classroom. The observer here does not act to assess the model teacher during the learning process, but to pay attention to student activities in learning when guided by the model teacher. Learning is said to be successful if students can follow the learning, understand the material provided, and interact well with the teacher and other students.

RESULT AND DISCUSSION

This Lesson Study-based research was carried out in class VIII B SMPIT Generasi Rabbani, totaling 22 students. At the Plan stage, partner teachers and lecturers discussed and collaborated to overcome the problems that occurred in open class I, namely the lack of enthusiasm and desire to learn from students. In open class 1, the researchers did not implement the Discovery Learning model but used the Team Games Tournament (the TGT) model. From the results of the observations, the TGT model did not optimally enhance students' enthusiasm for learning because there were still many students who were not focused when given the task of making questions before the implementation of the TGT model. Based on the reflection results from the first open class cycle, the partner teachers and lecturers revisited their discussion to identify a learning model that better aligned with the learning characteristics of the students. They then devised stimulating questions aimed at enhancing the enthusiasm for learning among the students in class VIII.

Furthermore, based on the evaluation results of the See stage, it was found that the TGT model was too difficult for students to learn English because it requires students' higher order thinking when it is implemented in learning activities. Students had to make a question in English and prepared the answer to discuss it in front of the class.

Most students felt bored, sleepy, and showed low interest when they had to search for material in a book. Students in SMPIT Generasi Rabbani were not allowed to bring their smartphones to school so that they could not search or make the question on the internet. In that situation, the researchers decided to change the learning model to implement a lesson study in class VIII B at SMPIT Generasi Rabbani of Bengkulu City.

Based on the reflection, the researcher redesigned the action plan and found another learning model that was suitable to enhance students' enthusiasm. After discussing it for two days, the researchers determined to use the Lesson Study-based discovery learning model to enhance students' enthusiasm for learning. By implementing the Discovery Learning Model, it was hoped that it would be able to overcome the problems experienced by students. After determining the learning model to be applied in the classroom, the researchers and partner teachers then determined learning media in the form of PowerPoint presentations, animated cartoon videos, LKPD sheets, and quiz questions with prizes for students. This activity does not escape the help of lecturers, other partner teachers, and students because lesson study is a collaborative activity in designing lesson plans and action plans so that valuable and meaningful lessons can be learned from student activities during open class activities.

Next, at the Do stage, the activities carried out in this research were open class. This open class activity was carried out by implementing Discovery Learning to observe student learning activities. The open class activity was also attended by partners, four lecturers and four fellow teachers, as observers. At this stage, partner lecturers and peer teachers observed learning implementation research carried out by model teachers. The results of the observations and findings obtained by the observer were stated in the observation sheet. The observation was focused on students' enthusiasm for the learning process through their activities in the classroom, their interaction when answering LKPD from teacher and their motivation to answer the quiz.

Based on the results of observations, it was found that the implementation of the Discovery Learning model could enhance students' enthusiasm for learning at SMPIT Generasi Rabbani. Discovery Learning is a learning model that is appropriate to implement to enhance students' desire to learn. This is in accordance with Hosnan (2014), who states that discovery learning is a model used to develop active student learning by discovering and investigating their own learning concepts, so that the results obtained will be loyal and long-lasting in students' memories. This active learning method enhances students' enthusiasm for learning, which is an indicator of enthusiasm.

Apart from enthusiasm for learning, Khosiyati (2010) concludes that the following indicators of enthusiasm are:

1) During the learning process, students diligently listen to the teacher's explanation.
2) Students are enthusiastic about answering the teacher's questions.
3) Students are enthusiastic about asking questions about material that is not clear.
4) Students are enthusiastic about recording important things as study material at home.
5) Students are enthusiastic about submitting ideas or concepts related to the subject matter.
6) Students are enthusiastic about carrying out the teacher's duties.
7) Students are enthusiastic about working together with friends.

8) During learning activities, students are active.
9) When carrying out formative tests, students are serious about completing assignments.
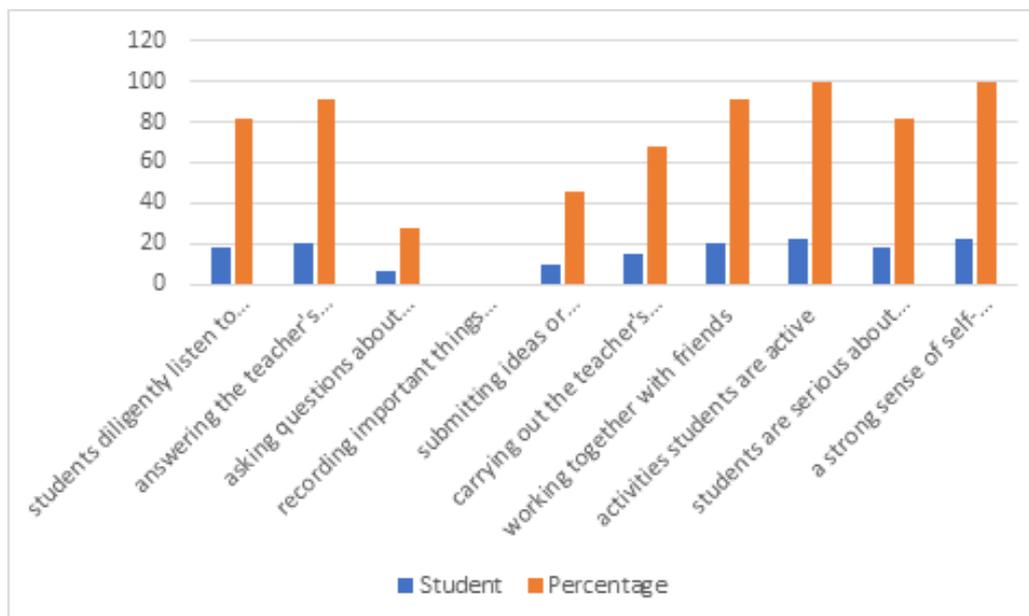10) Students have a strong sense of self-confidence.

Figure 2. The result of the observation checklist when open class

From the research results obtained, these indicators were achieved in learning by implementing the discovery learning model in class VIII B at SMPIT Generasi Rabbani. Of the ten indicators, there are nine indicators in classroom activities in Open class 2 and 3. It shows that students' enthusiasm was higher in cycles 2 and 3 than in cycle 1 when applying the TGT model. This was observed by observers from the preliminary to the closing stages of learning. The students' enthusiasm for learning was very good. This can be seen, when the teacher provided stimulation in the form of a short video, and the students were very enthusiastic to see it. All students watched the short video carefully. After observing the video, the teacher asked several questions related to the video. Because students were enthusiastic when observing, the information from the video was well absorbed. This makes students enthusiastic about answering questions from the teacher by showing their hands.

Next, at the learning stage, the teacher divided students into several groups. One group consisted of 4-5 people. Next, the teacher distributed LKPD to each group. The teacher guided students to fill in the LKPD by explaining the purpose and stages involved. The teacher also reminded that student group cooperation is an indicator of assessment. Having LKPD made students enthusiastic about collecting data and collaborating with their groups. Furthermore, students' enthusiasm for learning can be seen from the presentation. After the LKPD discussion, the teacher asked students to present the results of their group discussions to the front of the class and would choose the best group presentation which would later become an assessment indicator and be given a reward. This made students very confident in conveying the results of their group discussions and other groups were enthusiastic about asking questions. Until finally at the conclusion stage, all students could summarize the new ideas and

knowledge learned at this meeting. At the end of the lesson, the teacher provided an evaluation of the questions using the take-and-give chocolatos stick technique, with the rules that "If you can answer the question correctly, you can take the chocolatos stick to another group." With this game, students' enthusiasm for answering the questions was very high, as seen from the quick show of hands to each other wanting to answer the questions given by the teacher.

As shown in Figure 2, students have a dominant percentage in indicators 8 and 10 because they are engaged in classroom activities, active in following some steps in the learning process, and have strong confidence to ask the quiz from the lecturer. Besides that, the teacher also prepares chocolate sticks for students who answer the right question. It is a form of motivation from the teacher to enhance students' enthusiasm. Then, students work in groups, which also tends to make them more active in interacting with each other to do tasks from the teacher and have discussions. Small group discussion is one of the best ways to implement lesson study in class activities because students seldom want to ask about learning material to the teacher. Therefore, peer teaching is helpful in learning because students are not afraid to ask their friends in groups if they do not understand the material. Lastly, in indicator no. 4, students recording important things as study material at home have 0% because it cannot be observed by the observers in this study. Overall, students' enthusiasm for learning English is enhanced by the result of this research. Moreover, the implementation of lesson study and discovery learning models proved to enhance student engagement through observation during open classes 2 and 3 with collaboration between the teacher and lecturers in the university in making lesson plans and applying lesson study.

CONCLUSION

Based on the results of observations when open class activities in cycle 2 & 3, it can be concluded that Lesson Study Based Discovery Learning Model can enhance students' enthusiasm for learning English Subject at SMPIT Generasi Rabbani of Bengkulu City. This is based on the results of reflections on the open class 1 activities which made lecturers, partner teachers, and model teachers more likely to consider the characteristics of students in learning before determining the learning model and media in the classroom. Apart from that, the trigger questions given by the model teacher also stimulate students to find answers in the book without direction from the teacher. In contrast, teachers and lecturers were determined to change the learning model to the discovery learning model in the re-design activity. When this model is implemented in the classroom, it has been proven to enhance students enthusiasm for answering the teacher's questions, asking questions about material that is not clear, carrying out the teacher's duties, working together with friends, and being enthusiastic during learning activities. students are active, students are serious about completing assignments and students have a strong sense of self-confidence.

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GETTING YOUNG LEARNERS ENGAGED IN GRAMMAR ASSESSMENT WITH THE GLASS AND SONG GAME

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Abstract : This study aims to explore the effectiveness of the "Glass and Song" game in stimulating active participation among children in grammar assessment. This type of game is a combination of traditional and digital learning, referring to young learners as digital natives. Research Methodology Employing a phenomenology approach to qualitative research, the game was implemented by moving the glasses to one another and a carefully curated playlist of educational songs in grammar classes for elementary-level students. The songs may vary depending on the grammar focus. This study uses children's English songs taken from Fuvgis (Fun Vocabulary and Grammar in Song) for the EYL album. These songs have been uploaded to the YouTube channel of Syarifah.irnina. The research findings indicate that children respond favorably to the visual and aural components of the "Glass and Song" game, and they actively participate. Data analysis indicates that children demonstrated improved understanding of grammar concepts through this game, with a significant enhancement in their mastery of the taught grammar concepts. These findings suggest that the "Glass and Song" game can be an effective educational tool to enhance children's participation and understanding of grammar. This study confirms that a multi-sensory approach using the "Glass and Song" game can help create a more engaging and effective learning environment for children's assessments to comprehend grammar concepts.

Keywords : *Educational game, Children's grammar, Glass and Song, Multi-sensory learning*

INTRODUCTION

Teaching English language skills to young learners as a foreign language presents numerous challenges. Therefore, teachers must carefully consider various factors to effectively engage these learners in the learning process. A study identified two key themes concerning these challenges and the strategies employed by teachers. The teachers had difficulties teaching the four English language skills to young learners, particularly motivating them due to their unpredictable classroom behavior. The study found that teachers employed four strategies to tackle these challenges, including the incorporation of games, songs, ample practice opportunities, and memory-based techniques in

teaching English language skills to young learners (Octavia, at all: 2022). Another study has pinpointed five main obstacles encountered by teachers when instructing speaking skills to young learners, which arise from both student-related and teacher-related factors. Among students, the primary challenges include unfavorable attitudes toward English, reluctance to speak, and limited engagement in speaking tasks. On the teachers' end, the hurdles revolve around managing the classroom, navigating teaching materials effectively, and establishing an encouraging atmosphere conducive to English language acquisition (Laila et al., 2023).

Likewise, engaging children in grammar assessments remains a persistent challenge in education. Assessment plays a crucial role in supporting language learning, especially for young learners, as it is integral to the teaching and learning environment. According to Nunan (2011 in Andini, T.N., 2023), young learners possess limited self-awareness and understanding of the learning process. Additionally, Julia et al. (2020, in Andini, T.N., 2023) highlight that inadequate teacher proficiency and motivation in assessing young learners contribute to suboptimal learning outcomes in elementary schools. To make grammar more engaging for young learners, it's advisable to adopt a more inductive approach. This means allowing students to discover the meaning and rules of grammar on their own. It is also important to avoid using technical language (meta-language) when discussing the target language. Additionally, it's crucial to encourage young learners to use the target language authentically, relating it to their own lives. Alongside communicative activities, students can also be encouraged to engage in analytical tasks, especially when they impact their ability to communicate effectively (Imaniah et al., 2017).

Another challenge teachers in Indonesia face is incorporating technology into education, which represents a significant shift in teaching practices. Teachers believed that teaching without technology could foster creativity among students and educators. For instance, one teacher described a program called AHA (Amazing Holiday Adventure), which aimed to enhance young learners' English skills over a two-week period. During the program, both teachers and students engaged in activities such as crafting, cooking, shopping, visiting rice fields, and interacting with cows. This hands-on approach made learning English enjoyable for the students. Some teachers expressed the view that teaching without technology positively impacts students' development. They argued that by using tangible objects and real-life experiences, young learners can grasp concepts more easily. One participant emphasized that this approach allows students to engage with reality and facilitates better understanding. Another teacher noted that integrating technology into teaching aimed to connect students with the real world around them. This sentiment was echoed by a teacher who emphasized the importance of exposing students to real-life experiences as part of their learning journey (Kasmiran, M, 2019).

Unlike their students, who are considered digital natives and more adept at using technology, teachers belong to an older generation that has had to adapt to these changes. Despite students' familiarity with technology, they still require guidance from teachers on how to utilize it effectively for learning and communication purposes. This necessitates the active involvement of teachers in facilitating meaningful technology integration in the educational process (Koszalka et al., 2019; Faudi et al., 2023).

Traditional methods often struggle to maintain interest and active participation among elementary students. To address this issue, innovative approaches are necessary, leveraging children's natural curiosity and receptiveness. This study explores one such approach: the "Glass and Song" game, designed to reinvigorate grammar assessment sessions for young learners.

The "Glass and Song" game is an interactive learning technique combining the traditional and digital teaching and learning practices that merge visual and auditory elements, aiming to create a multi-sensory learning experience. This game transcends conventional grammar instruction by combining interactive glass-passing with a curated playlist of educational songs tailored to specific grammar topics. Drawings from the Fuvgis (Fun Vocabulary and Grammar in Song) for the EYL album written by Andi Irlina, have been uploaded to the YouTube channel of Syarifah.irnina. The chosen songs enrich the auditory backdrop, enhancing learning for elementary students.

Employing a phenomenological approach within qualitative research, this study delves into children's experiences with the "Glass and Song" game during grammar classes. Students actively engage with the game, responding positively to its visual and auditory stimuli. Analysis of the data reveals significant improvements in students' grasp of grammar concepts, indicating enhanced mastery of the material.

These findings highlight the "Glass and Song" game's potential as an effective educational tool, not only fostering children's participation but also deepening their understanding of grammar. By embracing a multi-sensory approach, this study advocates for more engaging learning environments, empowering children to comprehend grammar with enthusiasm.

In subsequent sections, this paper will detail the methodology employed, the results obtained, and the implications of the findings, contributing to discussions on educational games, children's grammar instruction, and multi-sensory learning. Through this exploration, the researcher aims to advance understanding of effective grammar education for children.

METHOD

This study adopts a phenomenological approach within qualitative research methodology to explore the effectiveness of the "Glass and Song" game in grammar assessment sessions for elementary level students.

1. Participants were selected from elementary level classes derived from two elementary schools, namely SDN Pengambangan 5 and SD Muhammadiyah 9 Banjarmasin. The participants involved 60 students from each school and one teacher for each. All participants were 122 people.

2. Data Collection: Qualitative methods, including observations and interviews, were used to collect data. Observations captured students' interactions and engagement during the game sessions, while interviews provided insights into their experiences and perceptions.

3. Implementation of the "Glass and Song" Game: During the game sessions in grammar classes, students passed glasses among themselves while educational songs from the

Fuvgis album played in the background. The songs were carefully selected to align with specific grammar focuses.

4. Observations: The researcher observed students' behavior, participation levels, and reactions during the game sessions. The observations were documented to identify patterns and themes related to students' engagement with the game.

5. Interviews: The semi-structured interviews with students were conducted to gather their perspectives on the "Glass and Song" game. Questions explored their experiences, preferences, and perceived impact on learning grammar concepts.

Techniques for Analyzing Data

1. Thematic Analysis: The researcher used thematic analysis to examine observational data and interview transcripts. The researcher identified recurring themes, patterns, and insights related to students' engagement with the "Glass and Song" game and its impact on their understanding of grammar concepts.

2. Content analysis was employed to systematically analyze observational notes and interview transcripts. The researcher categorized and coded the data to extract meaningful information about students' experiences and perceptions of the game.

3. Triangulation was utilized to enhance the credibility and validity of the findings. Data from multiple sources were compared and cross-referenced, including observations and interviews, to ensure consistency and reliability.

RESULT AND DISCUSSION

The findings suggest that the "Glass and Song" game effectively stimulates active participation among children in grammar assessment sessions and contributes to their comprehension of grammar concepts. The video and the pictures help students recognize the words and sentences from the songs. Younger students typically lack mature cognitive abilities to formulate structured representations or grasp abstract concepts effectively (Craik & Mikyung Kim Wolf and Yuko Goto Butler Bialystok, 2017). Concrete objects and sensory aids are more accessible to them in their second language (L2) development and assessment compared to abstract concepts. For instance, young learners may have a different understanding of time and sequence, with studies indicating that they develop flexible thinking about sequences of events around the age of 9 (Molloy, 2015; Orbach and Lamb, 2007; Mikyung Kim Wolf and Yuko Butler, 2017). Therefore, language learning and assessment activities for young children should consider their evolving understanding of abstract concepts.

The cognitive development of young learners, particularly in terms of attention processes, must be carefully considered in the design of English Language Proficiency (ELP) assessments. Young students typically have shorter attention spans, around 10–15 minutes per task, and are easily distracted, with their performance influenced by their level of interest (Bailey, Heritage, & Butler, 2014; Cameron, 2001; Hasselgreen, 2005; McKay, 2006; Mikyung Kim Wolf, and Yuko Butler, 2017). When the sentence paper falls on the floor, the music stops, and the young learners complete the sentence on the paper. This distracted their attention. Additionally, their utilization of various strategies to approach tasks, including assessments, is linked to their cognitive development. For

example, Tragant and Victori (2012) in Mikyung Kim Wolf and Yuko Butler (2017) found that younger students (aged 12–13) exhibited more variability in strategy use compared to older students (aged 15–18), who demonstrated more consistent utilization of examined strategies.

The observational data revealed a notable increase in student engagement during the "Glass and Song" game sessions. Students actively participated in passing the glass and exhibited enthusiasm in response to the educational songs played. They pass the glass to one another happily and shouting loudly whenever the paper fallout from the glass and the music stopped. The students were enthusiast eager to know their friends answer, even to help them to find the appropriate or the correct answers of the questions. This indicates the connections between Second Language Acquisition (SLA) theory and providing interactive experiences for young learners in language classrooms, while also examining the ways technology can facilitate these objectives. Emphasizing that technology should complement broader educational aims such as crafting captivating tasks and achieving learning objectives.

The student's active participation in "The Glass and Song Game" indicates that games encompass various elements such as rule adherence, fostering cooperation, and making learning enjoyable. While games are inherently fun, they also involve structured rules, indicating a deliberate instructional approach. Lee (1979, as cited in Gulin and Arda 2011) asserts that games possess distinct beginnings and endings, under the guidance of rules. Competition, inherent in games, stimulates excitement among learners, as the outcome remains uncertain until the game concludes. Moreover, the enjoyable nature of games facilitates learning, and their emphasis on cooperation encourages social interaction among learners.

Interviews highlighted students' positive reactions to the visual and auditory aspects of the game. Students' perceptions of language learning in Indonesia vary depending on how teachers incorporate their teaching styles into the learning activities. While participating in the game activities, they expressed enjoyment and reported feeling motivated and excited. Both observational data and interview responses indicated an improvement in students' grasp of grammar concepts through the "Glass and Song" game. There was clear evidence of enhanced mastery of the taught grammar concepts among the participants.

CONCLUSION

1. The findings of this study provide compelling evidence of the effectiveness of the "Glass and Song" game in stimulating active participation among elementary level students during grammar assessment sessions. Through a phenomenological approach, it was observed that the game successfully engaged students, eliciting high levels of enthusiasm and motivation. Furthermore, both qualitative data and quantitative assessments indicated significant improvements in students' understanding and mastery of grammar concepts, underscoring the educational value of the game. These findings affirm the potential of multi-sensory approaches, such as the "Glass and Song" game, to enhance grammar education for young learners. Based on the study's

findings, several suggestions emerge for educators and curriculum developers:

2. Integration of Multi-Sensory Approaches Educators should consider incorporating multi-sensory approaches, such as educational games like "Glass and Song," into grammar instruction to enhance student engagement and comprehension.

3. Professional Development Providing training and professional development opportunities for teachers to familiarize them with innovative teaching methods and tools can facilitate the effective implementation of multi-sensory approaches in the classroom.

4. Curriculum Adaptation Curriculum developers should explore ways to integrate educational games and multi-sensory activities into existing grammar curricula to make learning more interactive and engaging for students.

5. Research Continuation Further research is needed to explore the long-term effects of the "Glass and Song" game on students' grammar proficiency and to investigate its applicability across diverse educational settings and student populations.

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ENHANCING SPEAKING ABILITIES OF STUDENTS MAJORING IN INFORMATION SYSTEMS: EVALUATING THE IMPACT OF ENGLISH CLUB ACTIVITIES

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Abstract : This study looks at the effectiveness of English clubs in developing English speaking abilities among EFL (English as a Foreign Language) students in Indonesia, specifically at the Faculty of Information Technology, University of BSI PSDKU Kota Tasikmalaya. This study employed a descriptive qualitative approach to investigate the implementation of the English Club to assist students in speaking English and motivate them to practice it. The difficulties are when some words are difficult to read and English is not practiced enough daily. Participants included student members of the English club in the information systems department, who were selected through purposive sampling. Data was collected through observation and interviews and The qualitative data was evaluated using Miles and Huberman's interactive and continuous approaches. The study found that English club activities greatly improved students' motivation, self-confidence, active involvement, and speaking skills when learning English. What deserves special attention is the progress observed in the classroom during classroom learning. This study concludes that the English club is a fascinating and successful teaching approach that has a significant impact on the English students' speaking proficiency.

Keywords : *English as a Foreign Language, English Club, Motivation, Speaking skills*

INTRODUCTION

Practice speaking to help you learn a language useful for everyday communication. Scenarios include responding to news, meeting in person, and asking for help. English Club is a place for language learners to use English in a comfortable environment. Practicing your skills in class is important, but it's not the same as in real life. In class,

you usually focus on one skill and one element (e.g., grammar-future tense).

This study presents a unique technique for teaching speaking abilities in the system information domains of the University Bina Sarana Informatika, employing the English club as a key methodology. In the English Club, students can practice speaking in relaxed and supportive situations. Activities such as group discussions, presentations, and language games can help practice their speaking skills in an interactive and fun way. In addition, the friendly and pressure-free atmosphere within the English Club creates an environment conducive to overcoming the shyness or awkwardness that often arises when speaking a foreign language. Therefore, through exploring the experiences of English Club members, we can evaluate the extent of the club. This can be an effective tool for advancing students' speaking abilities.

This study not only solves a deficiency in English language abilities among information systems majors, but it also makes a vital contribution to the larger conversation regarding English language education and creative teaching approaches in academic contexts. This study's distinctive benefit is the function performed by English clubs in sharpening students' English-speaking skills.

LITERATURE REVIEW

Communication is a part of the skills focused on the acquisition of languages (Hashim, Yunus, & Hashim, 2019). This ability is essential for interactions, which involve conveying concepts or data from one person to another. It is recognized as the most challenging talent to learn in relation to other language abilities such as reading comprehension, hearing, and writing. According to Andini et al. (2020), teaching English-speaking abilities to EFL (English as a Foreign Language) students in Indonesia is difficult. Impediments to English proficiency include limited vocabulary, incorrect pronunciation, and inadequate grammar (Amoah & Yeboah, 2021), as well as embarrassment and lack of motivation (Gürbüz & Cabaroğlu, 2021); (Mulyono, Ferawati, Sari, & Ningsih, 2019); and (Ritonga, 2020). This method promotes interactive learning, cultural awareness, and practical life skills (Batista, 2020; Ramalho, 2021); and assists shy students in improving their communication skills (Lorenzetti & Kruger, 2020; Malloy, 2020; Sugiarto & Awalya, 2022).

According to the studies, English language extracurricular activities emphasize the ability to speak publicly, including formal discussion, expression, newscasting, telling stories, and so on. It suggests that the primary goal of Teknokrat English Club (TEC) at Universitas Teknokrat Indonesia is to help participants gain comfort and improve their English skills. The organization's ultimate goal is to promote English. All teachers attempt to guide children into being confident. people who can speak fluently in English in any setting through regular or intensive instruction provided by the club. (Kardiansyah & Qodriani, 2018)

One technique for increasing student awareness of learning English is to establish additional programs, such as the English Conversation Club, which may offer a space for each student to successfully converse in English while also enhancing participants' understanding and proficiency in the language (Fitria, 2019). Based on Fitria's research,

English club groups can foster both teamwork and rivalry. English Club groups are encouraged to interact socially by following the advice and resources of appropriate speakers and working together during activities. Several English Club activities. One of the difficulties encountered by the English Club is the members' hectic schedules with extracurricular activities. The English Club group's independence is also a concern because it inhibits communication among members. (Fitria, 2019).

METHOD

This study uses a qualitative descriptive approach, which is a sort of research that precisely portrays occurrences or organized knowledge without changing the events searched in the field study (Creswell, 2008; Sugiyono, 2018)). According to Ary et al., (2010), instead of figures and data, the qualitative method answered issues using words and visuals. The data from this study was interpreted in the form of words. This is appropriate for this study, which attempts to describe and investigate the effect of the English language group on students' speaking abilities. Based on Creswell (2012), the qualitative method is a sort of educational study in which data is collected using a form containing general, emerging questions, word or image data, and data from a limited number of individuals or settings. Members of the English club at Bina Sarana Informatika University PSDKU Tasikmalaya City, who majored in information systems, did the study.

The method used in this activity is to use a participatory approach, with a combination of theory and practice as well as discussion and performance in each activity. The choice of this method is based on the idea that each individual must work together and actively participate in the research throughout its cycle. This process involves students who are members of the English Club from the beginning to the end of the activity, ensuring that their needs, desires, and experiences are prioritized. Furthermore, these initiatives integrate both internal and external school programming to look into the influence of English-based cultural events on boosting the ability of pupils to speak.

Speaking skills are the target of English club members, and the material used in this activity is in the form of oral presentation material. The delivery of the material is carried out in two languages (bilingual), English and Indonesian, to make understanding easier and also based on the participants coming from various classes at the Bina Sarana Informatika University. In addition, the decision to use Indonesian as the participants' mother tongue was based on the belief that the mother tongue would help students who had relatively limited English skills to understand (Artieda, 2017) (Swain & Lapkin, 2013). It was also agreed that English Club activities would be held every Thursday from 13.00 to 15.00 based on the availability of the presenter's time and the schedule of the target English club members for this activity.

RESULT AND DISCUSSION

According to observations, English extracurricular activities focus on public speaking

abilities such as debate and speech, playing games, watching movies, storytelling, peer teaching, singing a song, preparing for the TOEFL test, etc. This exercise is also suitable for people who want to participate in a variety of English contests as well as those who simply want to improve their English abilities. This group offers its members a variety of activities to help them improve their English abilities. This game provides students with an exciting way to learn and practice their English language abilities, specifically written as well as spoken English. As previously stated, several significant factors influence second language acquisition. Instructors and educators, seniors from the English club and alumnus, particularly at Bina Sarana Informatika University PSDKU Tasikmalaya City, recommend learning the UKM language. According to the annual work schedule of this student group, the main purpose of the English club is to help the student participants develop self-esteem and enhance their language skills. As a result, the ultimate purpose or orientation of all organizational actions is to promote the English language. All teachers are asked to help guide them. So that everyone can feel comfortable and interact well. English in every situation, with frequent or even prolonged instruction given by the group.

To deal with how English clubs and activities, particularly for students at Bina Sarana Informatika University, enhance students' speaking skills and help students' second language acquisition, certain variables appear and support the language-getting process for students at Bina Sarana Informatika, especially the participants of the English club, while monitoring. They are enthusiasm, formal appearance, and atmosphere.

Motivational Factor

The first factor revealed is enthusiasm, which is an inside reward that encourages participants in the club to passionately participate in this activity. These individuals are generally self-driven, encouraged, or have a specific reason for participating in every club activity. As previously stated, motivation serves two integrative and instrumental purposes in second language learning. Based on interviews conducted with 15 English-speaking members of the information system at Universitas Bina Sarana Informatika PSDKU Kota Tasikmalaya, it was discovered that the motivation component functions integratively. since they all say that one of their objectives for improving this exercise is to allow them to practice their English by communicating with foreign speakers. This is also related to the essential function, which the participants say, as well as the integrative function, because three suggestions have been identified as strategic functions depending on the information provided by respondents: participation in educational competition (achievement-oriented), progress in society, and support in their future professions. It demonstrates that learners have distinct incentives that can motivate them to succeed in the process of learning a language.

Formal and Communication Factors

The next component revealed is an official speech, in which UKM Bahasa formalizes language acquisition presentation formats. In my view, it has a significant impact on its members' progress and success in learning a language since all programs and events are well-run and organized. In this situation, the club's formal presentation of learning is complemented by an appropriate learning environment and mood. The club works with

the student department to use the classroom and all educational resources to conduct routine (once a week) or intense exercise (every day when the tournament is coming). Furthermore, the involvement of instructors and educators is crucial; with their support, competence, and training, the English club's teaching and learning process may be efficiently managed.

Environmental Aspects

The third component revealed in this study is the spoken language environment for learning, which influences second language acquisition. In this case, the spoken language environment for learning offered by UKM Bahasa allows participants to receive empirical experience by observing, listening, mimicking, implementing, and assessing the language learning process. Experienced instructors will supervise all members, whether senior members, alumni, or lecturers, and a majority of the instructors have gone on to win national and international English competitions. As a result, all instructors can serve as excellent role models for their students. A positive environment is created by providing role models to help members watch, hear, and mimic. The participants are also permitted to demonstrate and receive direct feedback from teachers through a proper formal presentation.

English Extracurricular Activity and Speaking Ability

Students' performance is evaluated statistically to demonstrate the favorable influence of English extracurriculars on improving their ability to speak. The data is quantitative. As stated in the methodology part, this study is carried out across two semesters, with two seasons each: the first and last seasons. Every term of the periods is utilized to conduct observations on the study item, while at the end of each period, an evaluation is made to determine the pupils' progress or concerns with their performance.

Odd Semester Evaluation Period: The Early and Last Phase

Table 1. Odd semester 2022/2023 The beginning period evaluation

No.	Members Name	Score
1	Thomas Anindya	87
2	Fahren Magfira	87
3	Penny	88
4	Siti Zahro	89
5	Naufal	88
6	Alwan	87
7	Rona	87
8	Tiara	88
9	Muhamad Lutfie	88
10	Annisa	88
11	Lintang	88
12	Alvin	87
13	Syaima	88
14	Adi	87
15	Sulaeman	87

Students' performances have improved compared to the prior section. In the last step, it is clear that most participants who join English clubs perform well in speaking classes, which indirectly shows their strong English-speaking abilities. It is similar to their language instruction in the group; language learning characteristics achieved through that action affect pupils in the learning environment. It demonstrates that English clubs, as language activities outside of school, have an important role in preserving or even boosting individuals' capacity to communicate.

CONCLUSION

Finally, the English club plays an important role in assisting participants in expanding their language skills. It contains certain supporting characteristics that help its members learn a second language. As a result, it can assist members improve their English speaking skills until they win national and international medals. Furthermore, data shows that speaking English clubs have a significant impact on their participants' academic progress. It is seen in their speaking class results, which usually exceed their mean class score from the start of the odd semester to the end of the even term. in the school year 2022/2023. It is seen as a feasible option for boosting students' ability to communicate in English.

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QUIZIZZ FOR PASSIVE VOICE STUDENTS' UNDERSTANDING

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Abstract : This study aims to determine the effectiveness of Quizizz application toward students understanding of passive voice. This study used a quasi-experimental method with two groups pre-test and post- test research design. The Population of this study is eleventh grade students of MAN 1 Lamongan. The subjects used in this study were XI MIPA 2 and XI MIPA 4. The results showed that there was a significant difference in student scores between the used of Quizizz application in the experimental group and the use of conventional teaching in the control group. It can be seen in the result of the hypothesis testing using the t-test with the independent sample t- test. The significance value is smaller than the significance level of 0.05 (0.00 <0.05). Therefore the alternative hypothesis (Ha) of this study was accepted and the null hypothesis (Ho) was rejected. In addition, it means that there was significance effect of Quizizz application toward students understanding of passive voice.

Keywords : *Quizizz, Passive Voice*

INTRODUCTION

In this modern era, English becomes a universal language and it is the world's third-largest native language (Parupalli, 2019:64). For Indonesia as a developing country, the acquisition of English as an international language is very important to maintain effective NJ communication with other nations whose primary language is English (Zein et al., 2020:1). There are several aspects that need to be mastered in learning English such as reading, speaking, writing and listening skills. All these skills have important links with each other. Mastering these four skills also requires a proper understanding of

grammar (Hasanah, 2017:1). One aspect of grammar that students must learn is passive voice. Passive voice is the grammatical construction of the subject of a sentence is noun is affected by the action of a verb (Choomthong, 2011:74). It is often used in both oral and written form The development of information and communication technology (ICT) has brought drastic currents both in public life and in the world of education. The world of education must also be able to adapt to significant changes, one of which is a different way of learning from before (Sholekhah, 2020:1). By utilizing advances in science and technology the learning process will be more effective, and fun, so the teachers must be able to use technology and media (Farih, 2021:70). Interesting media is needed to motivate students to learning (Safarati & Rahma, 2020:52). According to Sholekhah (2020:2) Learning media is a component that really supports the success of learning. Media as a tool for action or dissemination by the teacher. This means that educational media act as intermediaries in the learning process and provide learning materials to students.

One of the interesting learning media is game-based learning media (Safarati & Rahma, 2020:52). The use of game-based media can motivate students in the learning process and maximize feelings of pleasure and attachment to the learning process (Solviana, 2020:3). One type of game-based e-learning in Indonesia is the Quizizz application. According to Safarati & Rahma (2020:52) Quizizz application includes online learning media (e-learning). Quizizz is an educational game that provides formative questions with various choices that are attractively designed for all students, so that learning activities become more fun and effective (Na'imah, 2022:11). Using Quizizz application, student can measure their own abilities. Quizizz has characteristics such avatar, theme, meme dan music to entertain students in learning process. Teacher also can see students' rankings and students' processes (Farih et al., 2021). With an internet network, this application can be used by teachers and students for free using a computer or smartphone anytime and anywhere. Students only need to enter a password or game pin to start the quiz. By answering the questions correctly, students can try to push the rankings to get the highest rank. So that the use of this application is also expected to provide fun and convenience for students in understanding a learning material so that their learning motivation increases.

In addition, there are several previous studies regarding the application of the Quizizz application as a teaching medium in teaching English. The previous research was from Dewi et al., (2020:15) entitled "The Effect of Quizizz on Students' Grammar Mastery in High Grade EFL Mobile Assisted Language Learning (MALL). This confirms that the research is effective. The comparison between the t-observed and critical observation value is higher than the critical value of the t-observed. The findings of this study prove that the MALL strategy through the Quizizz application has a significant effect on students' mastery of grammar. Sugihartini also said that the application of this application as a learning medium has a positive effect on students. Students look very enthusiastic and interested in answering quizzes. Some of them also felt challenged in answering quizzes through Quizizz due to time constraints.

The previous study is a research conducted by Sholekhah (2020:ix) entitled "The Effectiveness of Quizizz Application Towards Students Grammar Understanding

Among The Eighth Grades At SMPN 1 Sumbergempol." This confirms that the research is effective. The research found that the students got a good score of grammar. It is proven from the students' performance in learning relative pronouns in the first cycle has increased from 63,50 in the pre- test to 72.50 in the post-test. Therefore, the researcher interested in testing or verifying whether the Quizizz application because with the Quizizz application teachers can share material and also hold quizzes, and it is very suitable to be applied in learning grammar, especially passive voice.

LITERATURE REVIEW

Quizziz

Definition of Quizizz

According to Purba (2019:33), "Quiziz is a game-based learning application that brings multiplayer activities into the classroom, making direct learning interactive and fun.". In line with that, Amornchewin (2018:33) explained that "Quizizz is a learning tool of media that is believed to be able to motivate students to learn with interesting features." Meanwhile, according to Anggraini (2022:34), "Quizizz application is a free game-based online learning media for e-learning used in teaching and learning activities in order to increase motivation and results from student learning process, repeating the subject matter and generating student interest in learning conduct group discussions".

Based on the above opinion, it can be concluded that Quizizz is an interactive game-based education operation that can be used as a tutoring medium or evaluation tool, which attracts students' attention and makes them more motivated in the learning process. Teachers can leverage Quizizz's beneficial features to streamline the learning process. Quizizz also allows students to race with each other and motivates students to learn so that the result of learning can be better.

The Purpose of Quizizz

By using Quizizz with interesting features, students are more interested in participating in the teaching and learning process. According to Putri (2021:494), the purpose of Quizizz is to provide a basis for the development of students' knowledge, evaluate students, and present the material digitally. And Quizizz can be used as an alternative for teachers to carry out the online teaching and learning process. Using Quizizz, students can find the question to answer on their own device, and for every question, there is a time limit that can run out, so students can use their time well. The teacher can begin the quiz when students compete in the class, and the teacher can easily find the students' points.

The Features of Quizizz

Quizizz has very good features and is easily accessible. As the name implies, this application has lots of quizzes on various topics. The quiz model that is available on the Quizizz application is in the form of multiple choice, matching, filling in the blanks (fill in the gaps or short answers), and a and a questionnaire. In addition, we can also add images, video, or audio to each question or answer (Supriadi et al., 2021:309). The

Quizizz app allows students to compete with each other to push themselves to the highest rank, which motivates students to study. The students can see their live ranking on the leaderboard. The teachers can monitor the process and download the results when the quiz is over to evaluate student performance.

In this application, there are features such as: avatars, themes, and memes. Quizizz also has background music that can be turned on or off. If students are comfortable learning with music, they can turn on the music. Meanwhile, if students need a quiet environment to learn, music can be turned off. So that students can set themselves as comfortably as possible to make the learning process more enjoyable. Not only that, with Quizizz, the teacher can provide material.

The Implementation of Quizizz

The implementation of the Quizizz application is very easy. Teachers and students, as users are asked to register in the application, have the option to sign in as teachers or as students. The registration steps between teachers and students are different, but registering students and teacher accounts, both require an email. As new users, students and teachers register on the web at www.quizizz.com. Quizizz is also available on the Play Store for Android and the App Store for iOS. According to Delviana (2021:19), the steps for using and accessing the Quizizz application are as follows:

Teacher

As a new user or does not have a Quizizz account, teachers are required to register first and will get an account. It was done for easy access Quizizz application. For new users, the steps as teacher are:

To create teacher's account

1) Open and enter www.quizizz.com or download Quizizz application on play store or Appstore;
2) If the teacher don't have an account, click sign up;
3) Fill in the condition for registering a learning account;
4) Enter the email address and password used when registering an account;
5) Chose the role as a teacher;
6) The account can be used.

To access Quizizz account

1) Log in by entering username and password already made;
2) After that, go to the Quizizz main page, then Quizizz is ready to access;

To create quiz

1) Click create a new quiz;
2) Determine the model quiz, the teacher can make their own by clicking "create my quiz";
3) Enter the name of the quiz, for example: Simple past tense for ninth grade;
4) Click save;
5) On the next screen, there are several types of questions that can be chosen by the teacher, such as: multiple choice, fill in the blank, reorder, and match. For the

types questions reorder and match, we have to become a premium user;

6) If using multiple choice, enter the question in the column "type you question here…" and enter the answer option in the column "type an answer option 1, answer option 2 and so on.";

7) Put a check mark in the correct answer column;

8) If using type question fill in the blank, enter the question in the column "type you question here…" and enter the short answer in the column "type you answer here";

9) Set the duration of working on each question;

10) After all the questions are finished, then click finish quiz and select the value according to the question then click save;

11) If it has been saved, the teacher can still edit the quiz;

12) The quiz is now accessible.

To carry out Quizizz

To view and play a live quiz, the teacher must carry out activities based on questions with the following steps:

1) Click my quiz on the menu, then select the quiz that was created and the one you want to play;

2) In a ready to play quiz with two choices game procedure:
   a. Live game: the game is run right then;
      (1) The screen appears the code used to take the quiz;
      (2) The teacher can ask students to open the link http://quizizz.com or application and enter the code to start the quiz;
      (3) Then the quiz can start to do;
      (4) The teacher can monitor who gets the most points;
      (5) If all students have completed the quiz, click finish quiz to stop the quiz;

   b. Homework: The game is played according to the rules that have been made by teacher and can be done in a limited time;
      (1) The teacher creates a class by clicking on the class menu;
      (2) A code and link will appear on the screen which students can use to join the class;
      (3) The teacher chooses a quiz and sets the deadline;
      (4) Click Assign.

   c. The task code will appear on the screen;
      (1) Share the code or link with students so they can do the assignment;
      (2) If the deadline has arrived, the teacher can see the students' points .

Student

To create Student's account

1) Open and enter www.quizizz.com or download Quizizz application on play store or Appstore;

2) If the students don't have an account, click sign up;

3) Fill in the condition for registering a learning account;

4) Enter the email address and password used when registering an account;
5) Choose the role as students;
6) The account can be used;

To access Quizizz account

1) Log in by entering username and password already made;
2) After that, go to the Quizizz main page, then Quizizz is ready to access.

To join the live quiz

1) If using the web, open https://joinmyquiz.com and if students already have Quizizz application, on the main page, there is a column "enter the game code";
2) Enter the code given by teacher;
3) Students write names and wait for other students to join the game;
4) Wait for the teacher to start the game;
5) If the teacher has started the game, students can start working the quiz;
6) During quizzes, students can view their own points and other students' points;
7) If all question has been answered, the final point can be seen on the screen;
8) If all students have completed the quiz then the teacher will end the quiz;

To do the homework

1) Enter the code on the main page column "enter the game code" shared by the teacher or click the link shared by the teacher;
2) Do the quiz before deadline set by the teacher;
3) If the students have done the quiz, the points will be automatically sent to the teacher's account.

Passive Voice

Definition of passive voice

According to Hinkel (2004:7), passive voice is very important material to be learned by students, especially in writing. Passive voice is the grammatical construction of the subject of a sentence; a noun is affected by the action of a verb (Choomthong, 2011:74). Moreover, Evelyn P. Altenberg and Robert M. Vago (2010:246) state that passive voice is a sentence in which the subject is unknown. The important component of passive voice is a form of the auxiliary verb be, and using the past participle of the verb indicates action.

It can be concluded that the passive voice is the sentence that is more focused on the object than the subject. In the passive voice, it doesn't care who is doing an action but focuses on what got that action; the subject of the sentence indicates the recipient of the action.

Form of passive voice

Form passive voice refers to a structural change where an object from the active voice moves to the beginning of the sentence, followed by the verb tobe and the past participle (Muziatun et al., 2022:157). Tobe used in passive voice is the same as used in active voice, according to the tenses. So first, we must categorize the tenses of a sentence. There are various forms of tenses, simple, continuous, perfect, and perfect continuous. Passive voice forms are also the same as active voice; there are simple present passive

voice, simple past passive voice, simple future passive voice, present continuous passive voice, and others. But this study only discusses simple present passive voice, simple past passive voice, and simple future passive voice.

The use of passive voice

Based on Leki & Azar (1992:211), the passive voice is stated below: When the person performing the action is unknown or not important to know, one often uses the passive voice. For example, "Spices are grown in Indonesia." In this sentence, it is not known who planted the spices. The by-phrase is only listed when it is important to know who did the action. For example, "Life on the Mississippi was written by Mark Twain, which is important to know. If the speaker knows who performed an action, For example, "My aunt made this rug." It is an active sentence. From the sentence, it is clear who is performing the action. Sometimes, even when the speaker knows who is performing the action, the speaker chooses to use passive voice with a phrase because the speaker wants to focus attention on the subject of the sentence.

METHOD

This study used a quantitative approach. In this research, the researchers used quasi-experimental, non-equivalent comparison groups because they wanted to compare the class that was taught using Quizizz with the class that was taught using conventional methods.

Table 1. Design of pre-test and post-test

	Pre-test	Treatment	Post-test
R1	O1	X1	O2
R2	O1	-	O2

This study was conducted at MAN 1 Lamongan in May–June 2023. The population of this study is eleventh grade students in MAN 1 Lamongan. The sample of this study is XI MIPA 2 with 34 students as the experimental class and XI MIPA 4 with 35 students as the control class. The technique for choosing the sample is cluster sampling because those classes have the same ability to learn English.

To collect the data, the researcher used an essay test sheet. The test sheets for the pre-test and post-test were different. A pre-test was given to the experimental class and the control class at the first meeting. The aim is to find out students understanding of passive voice before receiving treatment. A post-test was given after students received treatment. After giving a pre-test, both classes gave treatment to the experimental class, which was Quizizz, and the control class, which was the conventional method, to measure the changes in students' understanding of passive voice after receiving treatment.

To find out whether Quizizz has an effect on students understanding of passive voice, the data analyzed used the statistical formula of SPSS. The data analysis, to answer the research question, also consisted of several parts, as follows:

Normality Test

The normality test was carried out to determine the distribution of the data based on normal research results or not. The calculation of the normality test in this study used the Kolmogorov-Smirnov data calculated with the help of SPSS for Windows, with a significance level of 0.05. The data is normal if the significance > 0.05.

Homogeneity Test

After getting the result of the normality test, the homogeneity test checks whether it is homogeneous or not. A homogeneity test was carried out to ensure that the experimental group used as a sample in the study was formed from a homogeneous population. In this study, researchers tested homogeneity using the SPSS statistic test of homogeneity of variances with a significance level of 0.05. If the significance value is . > 0.05, the research data is homogeneously distributed.

Hypothesis Test

a. The hypothesis of this research is the null hypothesis (Ho): There is no significant effect on the students' understanding of passive voice who are taught using the Quizizz application. Alternative Hypothesis (Ha): There is a significant effect on the students' understanding of passive voice that is taught by using the Quizizz application.
b. To determine the effectiveness of Quizizz in this study, research analyzing data on students' scores on the post-test used statistical calculations. The criteria are as follows:
c. If significance was 2-tailed ≤ 0.05, Ha was accepted and Ho was rejected, which shows that there is a significant effect on students understanding of passive voice who are taught by using the Quizizz application.
d. If significance was 2-tailed ≥ 0.05, Ho was accepted and Ha was rejected, which shows there is no significant effect on students' understanding of passive voice who are taught by using the Quizizz application.

RESULT AND DISCUSSION

Result

In this study, the researchers present the research results and the discussion. The aim of this research is to find out whether Quizizz is effective in teaching passive voice or not. The data include the distribution of scores before giving tests in experimental and control classes, as well as the distribution of scores after giving tests in experimental and control classes.

Table 2. Descriptive Statistics of both classes score

N		Minimum	Maximum	Mean	Std. Deviation
PRE_EXP	34	10	60	39.12	14.006
POST_EXP	34	50	100	73.82	13.929
PRE_CONTR	35	10	60	35.43	14.005
POST_CONTR	35	30	80	59.14	14.627
Valid N (listwise)	34				

Based on the descriptive statistics table, it showed the value of the experimental test as the minimum = 10, the maximum = 60, M = 39., and SD = 14.006. While doing the post-test in the experimental class, the minimum was 50, the maximum was 100, M = 73.82, and SD = 13.929.

The table explained that XI MIPA 4 is the control class; it showed the value of the pre-test. The minimum is 10, the maximum is 50, M = 35.43, and SD = 14.005. While doing the post-test in the control class, it showed the data. The minimum is 30, the maximum is 80, M = 59.14, and SD = 14.627.

The calculation of the normality test in this study used the Kolmogorov-Smirnov data calculated with the help of SPSS for Windows, with a significance level of 0.05. Here is the result of the calculation with SPSS.

Table 3. Normality Test Results

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRE_EXP	.143	34	.077	.934	34	.042
POST_EXP	.142	34	.080	.926	34	.023
PRE_CON	.142	35	.071	.942	35	.067
POST_CON	.142	35	.070	.931	35	.030

a. Lilliefors Significance Correction

The data in the table above explained the Kolmogorov-Smirnov 5%, or (a = 0.05), and showed the significance of the pre-test in the experimental class = 0.077. So, the pre-test's significance in the experimental class was 0.077 ≥ 0.05. The pre-test's significance in the control class is 0.067. The result was 0.067 ≥ 0.05. The significance of the post-test in the experimental class was 0.08. So, the significance of the post-test in the experimental class was 0.08 ≥ 0.05. The significance of post-test in control class = 0.07. The result was 0.07 ≥ 0.05. it can resume that post-test experimental and control classes was normal distribution.

After getting the result of the normality test, researchers tested homogeneity using the SPSS statistic test of homogeneity of variances with a significance level of 0.05. If the significance value is . > 0.05, the research data is homogeneously distributed.

Table 4. Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
result of students	Based on Mean	.010	1	67	.920
	Based on Median	.014	1	67	.906
	Based on Median and with adjusted df	.014	1	67.000	.906
	Based on trimmed mean	.002	1	67	.961

The data showed the significance level based on the mean of 0.92. It signed that the level statistic of significance was ≥ 0.05 (0.92≥ 0.05). The result of the data shows

that the population has a similarity of homogeneity variance.

To determine the effectiveness of Quizizz in this study, research analyzing data on students' scores on the post-test used statistical calculations. The statistical analysis used in this research is the paired sample T-test.

Table 5. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
result	Equal variances assumed	.010	.920	4.267	67	.000	14.681	3.440	7.814	21.548
	Equal variances not assumed			4.270	66.975	.000	14.681	3.438	7.818	21.543

The independent sample test results show both post-test experimental and control classes (M = 14.681). The standard error deviation is 3.440 and 3.438, the lower difference is 7.814 and 7818, and the upper difference is 21.548 and 21.543. Then, F = 0.010, tcount = 4.267 and 4.270, df = 67 and 66,9 and the significance = 0.000.

The table above shows that the value of significance (2-tailed sig) is 0.000. Based on the hypothesis testing rule, if the significance value is ≤ 0.05, the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. However, if the value is significantly ≥ 0.05, the null hypothesis (H0) is accepted and the alternative hypothesis (Ha) is rejected. As seen in Table 4.9, the value of significance (2-tailed sig) = 0.000 and ≤ 0.05 (0.000< 0.05). This results in the rejection of H0 and the acceptance of H1. Therefore, it can be interpreted that there is a significant difference in scores between students taught using Quizizz and students taught using conventional.

Discussion

According to the research findings, the use of the Quizizz application in teaching passive voice makes students easier to understand. This is due to the Quizizz app's good features and ease of use. Class activities will be more fun with the Quizizz application (Farih et al., 2021:13). This is supported by Naimah (2022:11). Quizizz is an educational game that offers formative questions with a variety of choices, all designed to enhance the fun and effectiveness of learning activities for all students.

From the data analysis conducted by the author using SPSS 25 statistics, there was a significant difference in student scores between experiment groups that learned using Quizizz and control groups that used conventional methods to understand passive voice. In the post-test, the average post-test control score was 59.14, while the post-test

experiment showed an average score of 73.82, meaning there was a significant difference between the student score in the post-test experiment and the control. Based on the hypothesis test, the value of significance (2-tailed sig) is 0.000. Based on the hypothesis testing rule, if the significance value is ≤ 0.05, the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. However, if the value is significantly ≥ 0.05, the null hypothesis (H0) is accepted and the alternative hypothesis (Ha) is rejected. As seen in Table 4.9, the value of significance (2-tailed sig) is between 0.000 and ≤ 0.05 (0.000< 0.05). This results in the rejection of H0 and the acceptance of H1. Therefore, it can be interpreted that there is a significant difference in scores between students taught using Quizizz and students taught using conventional methods.

CONCLUSION

Based on the results of using the Quizizz application towards students' understanding of passive voice among the eleventh graders at MAN 1 Lamongan, The participants in this study are class XI MIPA 2 as the experimental class and class XI MIPA 4 as the control class. Based on the analysis of the results of the of the study and discussion above, it can be concluded that there are differences in the results of learning passive voice using Quizizz in the experimental class and using the conventional method in the control class in the eleventh grade of MAN 1 Lamongan. Hypothesis testing uses a t-test at a rate of 5% significance. The value of Sig. (2-tailed) was smaller than the significant level (0.00 < 0.05).

So, the Quizizz application is very effectively used as a teaching medium. The online teaching and learning process benefits greatly from this application's support. This medium is also very suitable for use in learning grammar because, by using teaching media, learning grammar will be easier for students to understand. In addition, media will have an impact on students because it can also increase interest, motivation, competitiveness, and students' understanding of material, especially in grammar.

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THE IMPLEMENTATION OF CTL TO IMPROVE THE STUDENT'S ENGLISH SPEAKING SKILLS IN DEBATE

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Abstract : The importance of the topic in this study is to help us focus on specific questions and narrow down the literature review, which in tern helps us organize your study (a well defined research topic will help structure our dissertation). The purpose of this study is to improve Student's English Speaking Skills through Contextual Teaching and Learning (CTL) in Debate in the aspects of correct pronunciation, students' strength in influencing readers with the argumentative text they construct when conducting a debate, facial expressions and a confident attitude. This study uses Classroom Action Research method. The main findings of this study are this research was conducted at STKIP PGRI Nganjuk. The subjects in this research were fourth semester students of STKIP PGRI Nganjuk which contained 18 students. The Researchers used two cycles to achieve the purpose of this study. The results of cycle I are 11 students who are included in the incomplete category (61.11%) and 7 students who are included in the complete category (38.89%). Meanwhile, the results of cycle II are 2 students who are included in the incomplete category (11.11%) and 16 students (88.89%). The conclusion of this study is that research by applying the Contextual Learning and Teaching (CTL) learning model can improve student's English speaking skills in debate of fourth semester students of STKIP PGRI Nganjuk.

Keywords : *Contextual Teaching and Learning (CTL), Student's English Speaking Skills, Debate*

INTRODUCTION

According to Bestari Laia (2019:2), it is important for us to master English well, because English is an international language. Communication ability using English is very important since English has been used as an international language in global communication. For all these reasons, Indonesian schools teach English at every level. English consists of listening, speaking, reading, and writing. But speaking has the most important role in communication (Yusyac et al., 2021). English is a foreign language for Indonesians. So, not all Indonesians have the ability to speak English. According to Nur Wahid Akhmad and Ahmad Munawir (2022: 2), the most important factor in speaking skills is pronunciation (Nasriandi et al., 2021). Correct pronunciation, students' strength in influencing readers with the argumentative text they construct when conducting a debate, facial expressions, and a confident attitude are important things that students must have when conducting a debate. As we know, sometimes students' learning outcomes are not good, not because they are stupid, but because they do not fully understand the material that has been taught by their teacher. A learning model that suits students' needs is important to their learning success. Researchers such as John Dewey, Paulo Freire, or Lev Vygotsky often discuss the importance of good learning models in educational contexts (Muhammad Iqbal Putra, 2021).

However, mastering the ability to speak English is very difficult for some students. This can be seen during the English debate lesson. Based on the results of the pre-test, the researcher found that the score of 14 students in STKIP PGRI Nganjuk Fourth Semester did not meet the desired target value, namely the Minimum Completion Criteria of 75 in English Speaking Skills. Meanwhile, four other students have entered the Complete Category for English Speaking Skills. It means that more than 50% of students do not yet have good English-speaking skills in debate.

As a result, researchers use the contextual teaching and learning model (CTL) in an effort to improve students' English-speaking skills in debate. According to Johnson and Sears (2002) in Ramzi Yusyac, Asnawi Muslem, and Burhanuddin Yasin (2021: 2), John and Sears said that teachers and students can relate the material to the real-world situation properly by using contextual teaching and learning (CTL) (Yusyac et al., 2021). The main reason this research should use contextual teaching and learning (CTL) to improve students' English speaking skills in debate is because the researchers focus on the statement that students can understand the material easily when the learning process is connected to concrete objects and real-world situations. The learning process will be more effective when the students can practice what they have learned rather than just hearing theories about what they have learned. It is supported by the statements of Berns, Robert, Patricia, and Erickson (2001) in Ramzi Yusyac, Asnawi Muslem, and Burhanuddin Yasin (2021:3) that contextual teaching and learning (CTL) is one of many approaches that can help students a lot to connect, construct, and apply the material to real world situations (Yusyac et al., 2021).

Based on the background of this research that has been mentioned above, the writer limits this research to the implementation of contextual teaching and learning (CTL) to improve students' English speaking skills (especially in correct pronunciation, students' strength in influencing readers with the argumentative text that they construct when

conducting a debate, facial expressions, and a confident attitude) in debate.

In this research, the problem formulation is: "How can contextual teaching and learning (CTL) be implemented to improve students' English-speaking skills in debate?" After knowing the problem formulation of this research, the researchers want to raise the objective of this research, which is to improve students' English speaking skills in debate through contextual teaching and learning (CTL). So, the significance of this research is that other teachers who have the same problems as the researchers can use this research as a solution to overcome problems in their classes.

According to Berns et al. (2001), in Ramzi Yusyac, Asnawi Muslem, and Burhanuddin Yasin (2021: 3), Berns et al. said that contextual teaching and learning (CTL) is a conception of the activity in teaching and learning that tries to relate and connect the material and the knowledge with the real life situations of family members, citizens, and workers (Yusyac et al., 2021). According to Aminudin (2018: 2), contextual teaching and learning (CTL) is a learning method that can make the learning process effective, fun, and meaningful (Aminudin, 2017). According to Ayu Ardanty Syafa Sheilla, Maman Suryaman, and Evi Karlina Ambarwati (2022 : 2), in CTL, the learning process is dominated by the students as the main role models in the class, and the teacher must give motivation to the students to be active in the teaching and learning process in the class (Ayu Ardanty Syafa Sheilla, 2022).

According to Fauzan (2014) in Umar Fauzan (2016: 3), in learning English, speaking is very important. We can communicate with others about our opinions or thoughts, so people will understand us (Fauzan, 2016). In this research, the researcher will try to improve students' English speaking skills (especially in correct pronunciation, students' strength in influencing readers with the argumentative text they construct when conducting a debate, facial expressions, and a confident attitude) in debate. According to Agus Salim Marpaung (2020 : 3), speaking skills are the actions of conveying information or expressing someone's feelings in clear thinking and ideas of speaking to convey something that is to be conveyed to many people in this life. The student's speaking skills in this case are the student's ability to express their ideas orally, which is represented by their speaking scores (Agus Salim Marpaung, 2020). According to Grog net A.G. (1997: 136) in Agus Salim Marpaung (2020: 3), one of the skills of English that have to be mastered by the students in learning English is speaking skills (Agus Salim Marpaung, 2020). Speaking is an essential tool for communicating. According to the to the Oxford Advanced Learner's Dictionary, speaking is an essential tool for communicating and an activity that involves having a conversation or talking with somebody about something (Agus Salim Marpaung, 2020). From all that explanation, we can conclude that every student needs to improve their English-speaking skills.

According to Nasriandi and Masruddin (2021 : 2), activity that presents a constructive argument or against issues about moral issues, legal or political issues, etc. is called debate (Nasriandi et al., 2021). Debating develops students' ability to speak confidently in front of a lot of people. In debating activities, students also learn how to build a strong argument by using English. Maria Cecilia Ferraro (an English teacher from Argentina) opened an Internet forum discussion about the effectiveness of using the debate technique to improve students' speaking skills, and she found that four hundred

forty-four respondents from all over the world gave good responses about that topic. Indeed, the goal of debating extends beyond merely securing victory in an argument. But, also to get an acknowledgement and the honor to talk. In debating activities, students have a lot of chances to practice their English-speaking skills through debating activity (Nasriandi et al., 2021). The researchers chose debate because it is an activity that can make students more active and try their best to win an argument. In this case, automatically, students will really talk actively using their English-speaking skills during debating sessions. Debate is the most exciting and valuable experience for students. Iman (2017) said that the good debater should know how to search and research the data, build constructive arguments, present and defend the arguments, refute and rebut the opponent's arguments, and so on. According to Bunheng Ban, Sina Pang, and Sereyrath Em (2023 : 4), debate helps the teacher develop critical thinking, analyze, synthesize, and improve the students speaking skills (Ban et al., 2023).

According to Larastika Indrihyanes, Restu Januarty Hamid, and Muliati (2023:2), argumentative text is a text that is usually used as a text to convince and influence readers to believe and agree with the idea or ideas that we believe (Indriyhanes & Januarty Hamid, 2023). Ameesha Salsabila and Misnawati (2023:2) define argumentative paragraphs as an activity that expresses opinions based on the author's presented arguments or reasons. There are facts, data, and arguments in the argumentative paragraph (Salsabila, 2023). The researchers chose argumentative text because, before doing a debate activity, students have to write their arguments until it is a good and proper argumentative text that they will use to debate other people's teams during the debating session. According to Manal Aarar (2022: 2), argumentation depends on evidence and reason. But, some people possess their mental skills and use them to negotiate the negotiable ideas that need more discussion and reasonable judgment. According to Magdalena Dwi Resti and Desvalini Anwar (2019: 2), to develop students' writing competence (especially in writing discussion texts), teachers need to find effective teaching strategies (Magdalena Dwi Resti et al., 2019). According to Berman and Nir-Sagiv (2009) and Tolchinsky (2016) in Anat Stavans, Batia Seroussi, and Sara Zadunaisky Ehrlich (2019: 5), they examined different literacy-related abilities children recruit that impinge on the structural quality of their argumentative text. They did all those because they are taking a developmental perspective (Stavans et al., 2019).

Many scholars have conducted extensive research on the Contextual Teaching and Learning (CTL) learning model. Several studies have demonstrated its effectiveness in various educational settings. Agus Salim Marpaung (2020) conducted a study titled "Improving the Students' Speaking Skills by Using Contextual Teaching and Learning Methods at Grade X in SMK Negeri 1 Setia Janji in the School Year 2020." The findings indicated that the CTL method significantly enhanced speaking skills among Grade X students at SMK Negeri 1 Setia Janji (Marpaung, 2020). In their research, "Using Contextual Teaching and Learning (CTL) Approach to Improve Students' Speaking Ability," Ramzi Yusyac, Asnawi Muslem, and Burhanuddin Yasin (2021) explored the use of the CTL approach to improve students' speaking ability. Their findings revealed a significant improvement in students' speaking scores following the implementation of the CTL method (Yusyac et al., 2021). Larastika Indriyhanes, Restu Januarty Hamid, and

Muliati (2023) examined the effectiveness of the CTL approach in enhancing students' writing skills. Their study, titled "Increasing Students' Ability in Writing Argumentative Text through the Contextual Teaching and Learning Approach (CTL)," concluded that the CTL approach significantly improved students' ability to write argumentative texts (Indriyhanes & Januarty Hamid, 2023). Yanpitherszon Liunokas (2023) investigated the efficacy of the CTL approach in teaching speaking to Indonesian EFL students. Liunokas (2023) wrote a study called "The Efficacy of Using Contextual Teaching and Learning (CTL) Approach in Teaching Speaking to Indonesian English as a Foreign Language (EFL) Students." It found that the CTL approach helped first-semester English Study Program students at Nusa Cendana University, Kupang improve their speaking skills.

Based on the relevant research above, we can conclude that we found similarities and differences between this research and the research above that has been conducted by other researchers. The commonality lies in the utilization of the Contextual Teaching and Learning (CTL) learning model. Meanwhile, the differences between this research and the previous research are the research subjects, schools studied, research locations, and time of the research. Based on the data that shows the results of the learning process in class, Teachers must be able to create a learning atmosphere that allows students to develop their abilities, especially in English-speaking skills. Selecting the appropriate learning model can facilitate this process.

One of the learning models that is able to improve students' English-speaking skills is contextual teaching and learning (CTL). This learning model will make it easier for students to understand the material being taught and stimulate them to be more active and creative in their learning than using another learning model. This learning process is student-oriented, so the learning process involves more students acting more actively. By using the Contextual Teaching and Learning (CTL) Learning Model, students can be more active in the teaching and learning activity because students can understand the subject matter being taught by the teacher more easily than before.

Based on the framework of thought above, the following hypothesis is proposed: "By implementing the Contextual Teaching and Learning (CTL) Learning Model, it can improve students' English speaking skills in debate.".

METHOD

The purpose of this study is to improve students' English-speaking skills through contextual teaching and learning (CTL) in debate. This research is classroom action research. This research is different from other research, because it's not totally quantitative and not totally qualitative in presenting the data. The learning model used in this research is contextual teaching and learning (CTL). The researcher used classroom action research because it can improve students' English-speaking skills and increase the quality of the learning process.

The instrument used in this research is a test (pre-test and post-test) that will be conducted in The Cycle. If the results of the first cycle have not achieved the desired results, namely that at least 50% of students' English-speaking ability has improved, then a second cycle will be carried out. However, if the second cycle has not achieved

the expected results, it will continue to the third cycle, and so on. Both the pre-test and post-test are carried out by debate activities in class. The English Speaking Skills test in this study focused on the four components : correct pronunciation, the student's strength in influencing readers with the argumentative text they construct when conducting a debate, facial expressions, and a confident attitude.

In this research, the data are collected by using a pre-test and a post-test in each cycle. The pretest was conducted before implementing contextual teaching and learning (CTL) to improve students' English-speaking skills in debate. Meanwhile, the post-test was conducted after implementing contextual teaching and learning (CTL) to improve students' English-speaking skills in debate. The test is in the form of a debate activity that assesses four components, which are the focus of assessment in this research. If the results of the first cycle have not achieved the desired results, namely that at least 50% of students' English-speaking ability has improved, then a second cycle will be carried out. However, if the second cycle has not achieved the expected results, it will continue to the third cycle, and so on.
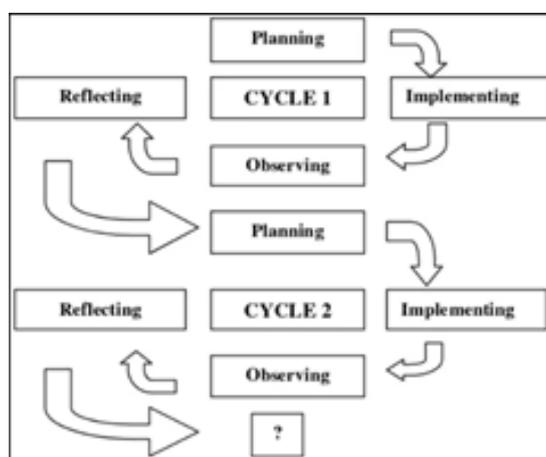

Figure 1. Classroom Action Research Method(Muhammad Iqbal Putra, 2001)

According to Nazir (1999) in Ramzi Yusyac, Asnawi Muslem, and Burhanuddin Yasin (2021: 7), an effort by the researchers to get the data accurately is called data analysis (Yusyac et al., 2021). In analyzing the data, from the pre-test and post-test, the researchers used the student's video that will be taken when they debate. The brief difference in the results of the pre-test and the post-test will be analyzed using some procedures, such as video and observation.

This research is limited to improving students' speaking skills by implementing contextual teaching and learning (CTL) through CTL in debate for fourth-semester students at STKIP PGRI NGANJUK.

FINDING AND DISCUSSION

Researchers used two cycles to achieve their research objectives. We conduct each cycle in a single meeting. In Cycle I, we tried to improve students' English speaking skills through contextual teaching and learning (CTL) in debate. In the debate, the

researchers separated them into two teams and gave them a motion. So, they can build their own arguments. Recapitulation data was obtained from the test of the students' English-speaking skills in debate. The researchers found that 11 students are included in the incomplete category, which if expressed in percentage form is 61.11%, and 7 students are included in the complete category, which if expressed in percentage form is 38.89%.

Cycle II was also carried out during one meeting by applying contextual teaching and learning (CTL) to improve students' English speaking skills through contextual teaching and learning (CTL) in debate. In this cycle, before they debated, the researchers separated them into two teams and gave them a motion. The researchers also gave them motivation, new vocabulary, and more tips to win an argument. So, they can build their own arguments and improve their English-speaking skills. Recapitulation data was obtained from the test of the students' English-speaking skills in debate. The researchers found that there are 2 students in the incomplete category, which, if expressed in percentage form, is 11.11%, and there are 16 students in the complete category, which, if expressed in percentage form, is 88.89%.

Table 1. Comparison of Student Learning Results for Cycle I and Cycle II

No.	Completeness	Cycle I	Cycle II
1.	The Highest Score	77	98
2.	The Lowest Score	50	76
3.	Average	63,5	87
4.	Complete	38,89%	88,89%
5.	Incomplete	61,11%	11,11%

In the table above it can be seen that there was a significant increase from Cycle I that is 38.89% and then in Cycle II that is 88.89%. Because in Cycle II the completeness of student's learning outcomes in their English Speaking Skill was exceeded the success indicator (more than 80% in Complete Category), so we don't need next cycle.

Initial observation results show that learning activities are not optimal, because students still have difficulty understanding the material. The solution to this problem is by applying the Contextual Teaching and Learning (CTL) learning model.

The condition of students in Cycle II was much better than in Cycle I. Learning activities went well and optimally. Students look active and happy in learning activities. Student cooperation during group discussion activities is maximized so they don't just rely on their group members. Discussion activities ran smoothly according to the time allocated. The researcher was aware of the shortcomings in cycle I so that in cycle II the researcher was more optimal in learning activities. Researchers improve classroom control so that all students are focused on learning activities. In general, learning activities in cycle II have run optimally. All core activities have been carried out according to plan.

Based on the data analysis above, we can conclude that research by applying the Contextual Learning and Teaching (CTL) learning model can improve the students' English-speaking skills in the fourth semester of STKIP PGRI Nganjuk.

The results of this research are in line with the results of previous research (Saputra

et al., 2020) in Muhammad Iqbal Putra (2021), which shows that training methods using the CTL (Contextual Teaching and Learning) learning model can improve learning outcomes (Muhammad Iqbal Putra, 2021). The results of this research are also supported by the opinions of Ramzi Yusyac, Asnawi Muslem, and Burhanuddin Yasin (2021:3), who state that CTL helps students connect the material that they are learning with real-life contexts in which the content could be used (Yusyac et al., 2021). Therefore, this learning model brings meaning to the teaching and learning process when teachers and students strive to attain their learning goals and draw upon previous experiences and build upon existing knowledge (Yusyac et al., 2021). So that students' English-speaking skills improve by using this learning model. Because students can understand the material being taught more easily.

CONCLUSIONS

Based on the research results above, we can conclude that learning using the Contextual Teaching and Learning (CTL) learning model can improve students' English speaking skills in debate. This can be seen from the first cycle, where as many as 7 students completed with a percentage of 38.89% and 11 students did not complete with a percentage of 61.11%, with a class average score of 63. 5 experienced a significant increase in the second cycle where students who completed there were 16 students with a percentage of 88.89%, while there were 2 students who did not complete with a percentage of 11.11% with a class average score of 87. The implementation of the CTL learning model in teaching speaking provides positive effects on students' correct pronunciation, their' strength in influencing readers with the argumentative text that they construct when conducting a debate, their facial expressions, and their confident attitude. The researchers suggest that English teachers who have the same problem improving students' English speaking skills use debate in teaching to improve students' English speaking skills. The researchers also suggest English teachers handle the classroom activities because the implementation of CTL requires students' participation.

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APPENDIX

Documentation of Cycle I	Documentation of Cycle II

ENGLISH EDUCATION FOR EARLY CHILDHOOD IN ERA 5.0

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Abstract : English lessons are local content subjects. Several schools have English language programs for students in study groups and kindergarten, called early childhood education programs. In this era of information and globalization, the government realizes its role in English, and human resources have the reliability to communicate in English, which in Indonesia is a foreign language. As a future-oriented policy, the government has issued Constitution of the Republic of Indonesia Number 2 of 1987 concerning national security, followed by Government Regulation Number 28 of 1990 states about human resource development. English lessons need implemented from an early age. By learning English from an early age, it is easier for children to develop English when they reach adolescence, namely when children enter elementary school, middle school, or a higher level. In this article, using qualitative descriptive research and data taken from the Nganjuk district, the research results show the role of English in early childhood and the factors that influence the success of English: Teaching Materials, Social Interaction, and Learning Media.

Keywords : *English Education, Early Childhood, Era 5.0*

INTRODUCTION

In Era 5.0, English is an international language that has an important role in the daily lives of everyone throughout the world. English is commonly used in education, work, entertainment, electronic communications and travel, making English very important to master. This means that people who come from various backgrounds, religions, and cultures already have an agreed medium for communicating with each other, namely English. For this reason, we should be able to use English well, both verbally and in writing. Language is a very important communication tool. English has also been used as a language of communication from an early age. This demand makes parents compete to send their children to schools that use English as a medium of learning. Recently, learning English as a foreign language in Indonesia has begun to spread to the early childhood education level (Siregar, Alfitriani, 2018).

Introducing English from an early age to Indonesian children can be assumed to support the statement of the Minister of Education and Culture of the Republic of

Indonesia on the commemoration of National Education Day on May 2, 2013. The Minister of Education and Culture of the Republic of Indonesia declared the golden generation as the theme of the 2013 National Education Day commemoration. This declaration was based on the fact that from 2010 until 2035, Indonesia will receive a demographic bonus, namely the largest productive age population in the history of the founding of this country. In accordance with Law No. 20 of 2003 concerning the National Education System, Chapter 1, Article 1, Item 14, Early Childhood Education (PAUD) is a training effort aimed at children from birth to 6 years of age through providing educational stimulation to help growth. and physical and spiritual development so that children are ready to enter further education.

This demand makes parents compete to get their children into international or national standard schools where the language used is English. It doesn't matter about the child's psychological abilities, the child's age, the education of the teaching staff, or the methods taught; the most important thing is an international license and the use of English as a medium of instruction so that parents will be satisfied and have confidence in the education. English should be introduced to children as early as possible. Considering that English is the first foreign language in Indonesia, the learning process must be carried out in stages. Selection of material that is appropriate to the child's age and also effective for development of children's cognitive language and enjoyable learning situations must be the main concern in the success of a learning process.

Awareness of the importance of mastering English also has an impact on efforts to learn and master the language. People are starting to introduce English to their children as early as possible (Setiawan, M. Andi, 2018). This is then followed up by educational institutions, especially early childhood education institutions such as PAUD or Kindergarten. Bringing up English subjects in PAUD (early childhood education) institutions is an added value. This is, of course, a challenge for PAUD teachers, especially those who teach English subjects, to develop and implement fun and effective learning methods for early childhood English learning.

Providing English to prekindergarten or kindergarten children is very encouraging, but on the other hand, concerns are starting to arise because it is alleged that there are still many shortcomings in terms of appropriate methods and materials that will be given to early childhood children. Moreover, technically, in its implementation, the role of teachers and the policies of each school determine how learning English as a foreign language for pre-kindergarten or kindergarten children is carried out. The most sensitive period for language development in a person's life is between the ages of two and seven. All aspects of language must be introduced to children before this sensitive period ends (Harun, C. A. 2018). Now, it is very important to be introduced to good and correct language, because this skill is very useful for communicating with the environment.

According to several studies, early childhood is the right time to learn a language, especially a second language after your mother tongue, such as English. Learning English at an early age must be adapted to the habits and daily activities they like. So that learning activities can achieve their goals, and children will easily remember the new vocabulary they learn when carrying out their daily activities.

As educators, we can teach them in various ways, including by singing, playing,

or with pictures. So that they are able to speak English, even though it is only an introduction, English is very important for them. And it really helps them learn English before they go to elementary school. The methods used in early childhood learning must cover all aspects. In applying the method, there must be a lot of media so that they are interested in learning English. For example, teach them various colors, fruits, animals, and so on. In this case, educators must have access to a lot of media so that they don't get bored and are more enthusiastic about learning. This research explains the application of English in early childhood, cognitive language development in early childhood, and English language learning in early childhood in the Nganjuk area, East Java.

LITERATURE REVIEW

English is becoming more common, so English is taught to children from an early age. Learning a language will get maximum results if it starts from childhood, in this case because the level of brain flexibility is still high and this makes it very English is becoming more common, so it is taught to children from an early age. Learning a language will get maximum results if it starts in childhood. In this case, the level of brain flexibility is still high, which makes it very easy for someone to master a language. Teaching English to children from a young age will make it easier for them to recognize the language and foster a sense of enjoyment of the language. The great curiosity that children have will make it easier for them to learn new languages. Young children are always interested in new and interesting things (Sri Handayani, 2016).easy for someone to master a language. Teaching English to children from a young age will make it easier for children to recognize the language and foster a sense of enjoyment in language. The great curiosity that children have will make it easier for them to learn new languages, young children are always interested in new and interesting things (Sri Handayani, 2016).

Early childhood is a child aged 0-6 years (UUSPN No. 20/2003, article 28, paragraph 1). Meanwhile, experts say that children aged 0–8 years are called preschoolers. Nowadays, English should not be underestimated. This is because the importance of English is so great. Many parents want to teach their children to learn English from an early age. It is not easy to teach early childhood not only English but other things. Teaching English to young children certainly has a very different method compared to teenagers or adults (Schiller, Pam, & Silberg, Jackie. 2003). In early childhood, teaching English is only an introduction. So, young children can only be taught the basics, and they are taught by playing, but not just by playing. This is a directed play. In this way, they can find out many things (Nurjaman, 2019). We need to know that when children play, their brains are calm because they feel happy and cheerful. In conditions like this, the knowledge we teach can enter and be embedded well and easily in their brains.

Language development is one of the aspects of development in early childhood that is important to develop, because language is a means of communication for conveying messages, desires, and opinions to other people and understanding other people's desires. Language is both a tool and a result of social interaction. As a tool, language can facilitate interaction, and as a result, children's skills will further develop through social

interaction (Mahabbati, 2013: 2).

Several experts, including John Dewey, Maria Montessori, Erik Erikson, Jean Piaget, and Lev Vigotsky, presented various theories regarding early childhood. According to John Dewey, early childhood requires active and interactive learning facilities, which are child-centered. Meanwhile, Maria Montessori stated that early childhood should be proviSeveral experts, including John Dewey, Maria Montessori, Erik Erikson, Jean Piaget, and Lev Vigotsky, presented various theories regarding early childhood. According to John Dewey, early childhood requires active and interactive learning facilities, which are child-centered. Meanwhile, Maria Montessori stated that early childhood should be provided with an environment full of beauty, order and comfort, and appropriate to the child's five senses (Pinter Annamaria, 2006). Erikson stated that early childhood is very critical in terms of the development of trust, autonomy or independence, and initiative. A child who has high confidence in himself and his environment will easily adapt to his environment. This trust is created when a newborn child feels comfortable around him, both physically, mentally and spiritually. This condition is necessary for children to learn English.

According to the cognitive development theory of Jean Piaget, a Swiss philosopher and developmental psychologist, children's intelligence will change as they get older. The stages of cognitive development of early childhood in learning everything, including language, according to Piaget's theory are as follows:

1. Sensorimotor Stage (Age 18–24 Months)

    The sensorimotor stage is the first stage of children's cognitive development, which occurs at the age of 0–2 years. At this stage, children will learn to know themselves and the outside world through sensory abilities (seeing and hearing) and motor actions (touching and reaching). Everything a child learns at the sensorimotor stage will be based on experience, trial and error. For example, children will cry if they want to get attention or know where their parents are while playing hide and seek.

2. Preoperational Stage (Age 2–7 Years)

    The preoperational stage is a period where children will develop their ability to remember and imagine. In addition, at this stage, children have a tendency to imitate someone's way of speaking and behaving. Please note, at this stage, children are still unable to use logic or change, combine, or separate their thoughts or ideas. This is why children aged 2–7 often have imaginary friends.

3. Concrete Operational Stage (Age 7–11 Years)

    The next stage of children's cognitive development is the concrete operational stage at the age of 7–11 years. The concrete operational stage is characterized by the development of the ability to think logically, but only for physical objects. One example of children's cognitive development at the concrete operational stage is that children can understand that water can freeze and thaw, are able to organize and sort crayons based on color, and so on.

4. Formal Operational Stage (12 Years and Above)

    The formal operational stage is the final stage of children's cognitive development, according to Piaget's theory. The formal operational stage will begin

when the child turns 12 years old. When entering this stage, children will gain the ability to think abstractly, use logic to solve problems, and learn to plan things. In addition, the formal operational stage also allows children to begin examining, assessing, and evaluating their own thoughts or actions.

According to Vygotsky's theory, the emphasis is on assisted-discovery learning. It can be interpreted that in interaction with the social and physical environment for children, this is learning. Discovery, or discovery in learning, is easier to obtain in a person's socio-cultural context. Vygotsky's constructivist core is the interaction between internal and external aspects, with an emphasis on the social environment in learning. According to Vygotsky, language is one of the psychological tools used to manage behavior, plan, remember, and solve problems. (Utami, 2016: 8). According to Vygotsky, initially, cognitive and language abilities developed as two separate systems. Before the age of about 2 years, children use words socially as a tool to communicate with those around them. The child's internal cognition does not contain language. Around the age of two, thought and language merge. Language, which initially serves as the main support for social interaction, is then internalized so that it can provide a language for the mind that can direct the child's actions and thoughts. The development of language abilities in children aged 4-5 years in terms of speaking ability is almost the same as the abilities of adults. At this age, children have mastered at least 2500 vocabulary words and use them actively in communicating (Robingatin & Ulfah, 2019, p. 33).

Language development in children cannot be separated from how they learn language through the adults around them (Wood, Karlyn E. 2005). The people around children play a very important role in helping children learn language through conversation, asking children questions, showing them the names of objects around them, or through stories. The more languages a child hears, the faster the child's vocabulary will increase. Don't just imitate what children hear. It turns out that they use the things they hear to construct their own understanding of the language, including knowledge of the meanings of words, then combine them into meaningful sentences, and so on. This is in line with Vygotsky's theory of the zone of proximal development (ZPD), which argues that children can learn to understand many things with the help of adults around them, so that children will be able to do it themselves without help from the adults around them.

METHOD

The data analysis technique used in this research is a descriptive-qualitative technique, namely a technique that tries to provide an overview or explanation of the subjects and objects of research as the results of research conducted on data in the form of qualitative cases, to then be analyzed further until it becomes a general conclusion. In this research, data collection techniques were carried out using interview techniques. This interview technique was carried out to obtain verbal information directly from research subjects. Interviews are conducted to determine individual experiences and attitudes. Interviews were conducted by directly meeting the research subjects. Apart from interviews, the researcher also collected additional data by documenting existing

English learning media.

The steps in conducting this research are: the researcher makes a work plan that will be carried out during the research, starting from making measuring instruments to making results, conclusions, and research reports. The research took place over a period of 5 months. Next, the researcher designed a measuring tool that would be used to collect data in the research, in the form of questions related to English language learning in early childhood that were given to the subjects (teachers) during the teaching and learning process at school. Then, the researcher determined the school that would be used as a research site in Nganjuk Regency, which was used as a research site and used English in the teaching and learning process. Next, data was collected by conducting interviews with research subjects, namely teachers. Interviews were conducted by asking questions related to English learning that were given by the subjects (teachers) to students during the teaching and learning process. Apart from that, researchers also collect supporting data by using documentation methods. Carrying out research data processing from research data that was successfully retrieved was in the form of interviews with early childhood teachers in Nganjuk Regency, East Java, regarding English language learning used by research subjects (teachers) during the teaching and learning process at school. Continuing to analyze research data from the results of data processing that researchers have carried out, namely the results of interviews with schoolteachers regarding language learning English used by research subjects (teachers) during the teaching and learning process at school.

RESULT AND DISCUSSION

The results of the research after the researchers conducted interviews with teachers showed that before they started learning, they had to know the characteristics of the children being educated first, because this helped them facilitate the children's development in learning. The general characteristics of the young children in question include:

a. Cognitive aspect, namely: they have the ability to interpret meaning, they have limited attention and concentration power, they have the power to imagine, and they understand the situation.

b. Affective aspect: namely, they enjoy discovering and creating something new; they enjoy talking; they enjoy playing and working alone; and they are interested in activities that fit their world.

c. Psychomotor aspects: namely, they have limited but creative language skills; they can learn by doing things; they learn English by practicing it; they can work together with adults; and they will learn very well if they are involved in activities that are appropriate to them. themselves (Shintia Mahardika, 2012).

By paying attention to the characteristics of these children, the objectives of learning English for early childhood can generally be determined as follows: Making children feel competent and confident in English; Providing a safe, entertaining and recreational and educational learning environment, and; Creating English language learners for the long term.

The implementation of English language learning at PAUD Pembina is implemented in five stages, namely before entering class, opening activities, apperception activities, core activities, and closing activities. In essence, these results are in line with Sukyadi's (2019) statement which divides learning procedures into three parts, namely preliminary activities, core activities and final activities. Teachers carry out assessments of children's English learning in several ways, namely observing activities, making assessment checklists, and collecting children's work (portfolio). This finding is in accordance with the theory put forward by Febriyanti, E.S (2016) which states that observation, checklist and portfolio assessments are informal assessments that are commonly carried out in English language learning.

Things that need to be considered when carrying out English language learning activities for early childhood so that the learning can achieve the objectives are: Complementing learning activities with visual media and movements as well as a combination of 'spoken language' with 'body language' or 'demonstrations'. 'during classroom learning, involve children in making visual media so that they are moved to create a work, move from one activity to another quickly so that children's motor skills become more honed, build routines in the classroom using language English with the aim of making students familiar with the use of foreign languages in interacting with their friends, using their mother tongue when necessary to translate foreign vocabulary that students do not yet know, teaching based on themes and stimulating children's imagination and creativity starting before learning begins and during ongoing learning, using stories and contexts that are already known to children, makes children feel more interested and enthusiastic. invites local people (parents, students, etc.) who can speak English to tell stories in class and provide newer and more fun colors for learning, collaborating with other teachers in schools in the same city or outside the city as a comparison and motivating teachers to provide teaching methods that are more appropriate and easy for students to understand, communicating with teachers or tutors for children other early childhood years outside of school to expand work networks and discuss new things that are important and can be applied in early childhood learning in the class where we teach

Apart from that, learning methods are also very important in the English learning process. The objectives of the learning method should be in line with the objectives of language introduction in general. The goal is so that children can understand how to speak properly and correctly, dare to express their ideas or opinions, and be able to communicate with their environment. There are many common methods used in English learning, including:
a. Storytelling (telling stories)
b. Role Play (role playing)
c. Arts and Crafts (arts and crafts)
d. Games (games)
e. Show and Tell
f. Music and Movement which includes singing and so on.

One method that is often used in teaching English to young children in the classroom is the movement and song method. Good songs for young children are songs that pay

attention to the following things: the sentences are short, easy for children to memorize, have an educational mission, suit the characteristics of children, and the tunes used are easy for children to master. Apart from that, learning English should be carried out with the aim of introducing the language in general (Miranti et al., 2015). The goal is so that children can understand how to speak. Singing activities can be combined with the application of the TPR (Total Physical Response) approach. In practice, TPR provides ample opportunities for children to respond to the teacher's instructions or commands in English with physical movements. In this activity, children are not required to respond verbally. Thus, this activity can be carried out when young children are still in the silent period stage. In this period, children are learning actively through their sense of hearing by absorbing as much of the language they hear as possible. However, even though they have quite a large vocabulary, children are not yet ready to produce language, either orally or in writing.

The benefits and potential of songs, chants, and rhymes in learning English for young children, namely providing opportunities for children to learn while playing and having a fun learning process, By choosing types of songs, chants, and rhymes that are suitable for children, learning English for young children will be more meaningful and enjoyable. Singing is very useful for training children's ability to pronounce English words. In English, there are different stresses, rhythms, and intonations from Indonesian. By presenting singing activities, children can learn it in a more enjoyable and meaningful situation.

CONCLUSION

Introducing English to young children needs to be prepared with teachers who understand the theory regarding the framework of early childhood development and also language development. John Dewey, Maria Montessori, Erik Rikson, and Lev Vygotsky are experts in the field of child cognitive development. These experts stated that young children can learn well if they are provided with adequate facilities and educational play facilities. Based on the research description above, several conclusions can be formulated as follows: First, English language education would be ideal if started at an early age, especially before they reach the age of 12. Early childhood is for children aged 2 to 7 years. This age range is the golden period for the development of children's language skills. They are able to learn any language like native speakers, especially English, and this period should be utilized as well as possible. Second, English education for early childhood requires appropriate and effective teaching methods and processes. There are several methods and techniques that are suitable for teaching English to young children, including in a communicative context, including the context of social situations: cultural: games: songs and music: story reading: artistic experiences: handicrafts and prioritizing physical movement. Among these methods and techniques, the approach with songs and movements is a method that is very suitable and successful in English language education for early childhood. Because, basically, children like to sing and do physical activities that are fun for them.

The success of the English language learning process in early childhood is certainly

influenced by many factors, including:

1. Quality teachers, teachers who can enliven the process of teaching and learning activities
2. Learning resources and facilities are adequate and meet the requirements.
3. Good, simple, and interesting curriculum (attractive)
4. Positive interaction between parents, teachers, and students
5. Teachers who continue to learn and collaborate with other teachers to improve their teaching abilities and educate students

The use of learning methods in Early Childhood also plays an important role in delivering English language material. Methods that teachers can use in providing lesson material to young children include telling stories, singing, role playing, etc. The author's suggestion for readers is to further develop English learning methods. If you have not learned English properly from an early age, then from now on you are expected to develop your English more. Better late than never. As educators, you must teach English from an early age, so that they are fluent in it.

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CGL FRAMEWORK IN ACADEMIC SPEAKING COURSE: NAVIGATING CRITICAL GLOBAL LITERACY – A LITERATURE REVIEW

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Abstract. In the 21st century educational landscape, fostering critical global literacy (CGL) has become increasingly crucial to prepare students as global citizens for active engagement in a globalized world. This research employs a literature review methodology to critically explore the integration of the Critical Global Literacy (CGL) framework into academic speaking courses with the aim of enriching students' proficiency in global literacy, cross-cultural communication, and critical thinking. Synthesizing existing research, the review elucidates theoretical foundations, practical applications, empirical evidence, challenges, and future directions regarding CGL integration into speaking instruction, filling the gap in the limitations of incorporating the CGL Framework in speaking. Key findings underscore the potential benefits of incorporating the CGL Framework, challenges, identifies necessary tools, proposes alternative methods to engage students in speaking activities, outlines essential factors to consider during the implementation, and provides future recommendations.

Keywords: *Critical global literacy, Speaking, Cross cultural communication*

INTRODUCTION

In today's interconnected world, having Critical Global Literacy (CGL) competence is increasingly vital. CGL embodies a social concern about global problems affecting human lives from diverse perspectives, requiring students to think beyond their views and experiences [Shor, 2009]. CGL fosters a connection to the larger collective and an understanding of the convergence of personal, local, and global concerns [Nair, 2023]. Academic speaking courses play a crucial role in equipping students with the skills necessary to thrive in this globalized era. By fostering critical global literacy, educators can empower students to become informed, empathetic, and culturally competent communicators. It underscores the need for innovative approaches to teaching speaking skills.

The absence of a specific framework that teachers can use in their classrooms seems to be one of the major reasons for this lack of multicultural perspectives. This gap in

research led the researcher to explore a framework based on critical global literacies (CGL) (Yoon, 2016). To achieve this goal, teachers have a responsibility to assist their students in developing their CGL competencies. To respond to this need for CGL competencies in academic speaking, English language learners can be introduced to critical learning activities that can enhance their global and multicultural perspective. Filling the gap in previous research that only focused on incorporating CGL in academic reading classes (Sudarwati, 2022), this research will explore the potential of the CGL framework in academic speaking.

Ultimately, this research seeks to contribute to the ongoing research surrounding the intersection of language education, global competence, and critical thinking. Moreover, while some studies have examined the integration of critical thinking skills into language instruction, there is limited research specifically focused on the intersection of critical global literacy and academic speaking. This gap in the literature underscores the need for a comprehensive review that examines the theoretical foundations, practical implications, and empirical evidence surrounding the incorporation of CGL within speaking courses. By elucidating the novelty of integrating CGL into academic speaking instruction and identifying the gap in the current literature, this literature review aims to contribute to the growing body of scholarship on language education, global competence, and critical pedagogy.

Through a critical examination of existing research, we seek to provide insights into the potential benefits and challenges of adopting the CGL framework in academic speaking courses, thereby informing future research endeavors and pedagogical practices in this area.

The research question guiding the research was: How does the integration of the Critical Global Literacy (CGL) framework into academic speaking courses impact English language learners' proficiency in global literacy, cross-cultural communication, and critical thinking, and what are the key challenges and necessary tools for implementation?

This question serves as the focal point for examining the potential benefits, challenges, and implications of integrating critical global literacy (CGL) into academic speaking pedagogy. By addressing this research question, we aim to elucidate the role of CGL in promoting students' speaking proficiency, critical thinking skills, and cross-cultural communication competence. By examining the role of the CGL framework in academic speaking instruction, we hope to provide educators, curriculum developers, and policymakers with valuable insights and recommendations for fostering inclusive, reflective, and socially responsible communication practices in the classroom.

LITERATURE REVIEW

Academic Speaking

Academic speaking courses are integral components of language education, designed to equip students with the necessary skills to communicate effectively in academic and professional settings. However, traditional approaches to teaching speaking often focus solely on linguistic accuracy and fluency, overlooking the critical

dimension of global literacy. Critical global literacy (CGL) encompasses the ability to critically analyze and engage with global issues from multiple perspectives, making it a valuable asset in today's interconnected world.

Critical Global Literacy (CGL)

Critical Global Literacy (CGL) is increasingly recognized as essential in the 21st-century educational landscape, particularly for preparing students as global citizens capable of actively engaging in a globalized world. The integration of CGL into academic speaking courses has emerged as a crucial endeavor to enhance students' proficiency in global literacy, cross-cultural communication, and critical thinking. At its core, CGL encompasses the development of skills and competencies necessary for individuals to critically engage with and navigate the complexities of our globalized world. This includes fostering an awareness of global issues, understanding cultural diversity, promoting cross-cultural communication, and advocating for social justice on a global scale. In essence, CGL empowers individuals to become informed, empathetic, and socially responsible global citizens capable of contributing positively to the collective well-being of humanity.

METHOD

A literature review methodology was employed to explore the integration of the Critical Global Literacy (CGL) framework into academic speaking courses. This approach will involve systematically searching, selecting, and synthesizing existing research on the topic. Search of academic databases, journals, and relevant publications conducted using keywords such as "critical global literacy," "academic speaking courses," "cross-cultural communication," and "critical thinking." The search focuses on identifying studies that discuss the theoretical foundations, practical applications, empirical evidence, challenges, and future directions of CGL integration into speaking instruction.

RESULT AND DISCUSSION

1. **Critical Global Literacy (CGL) in Speaking**

Incorporating CGL in speaking adapts Yoon's CGL framework, which provides some constructs of global literacy activities. In this case, teachers can implement it in the classroom to boost students' critical global literacy. The framework includes four dimensions (Yoon, 2016): (1) developing the student's global awareness with an interconnected world concept, (2) making connections from a personal to a global level, (3) analyzing and critiquing texts from global and cross-cultural perspectives; and (4) promoting social and political actions on global and multicultural issues. Below is the framework work.

No	Dimension	Focus	How	What (Activities)
1	Developing global awareness with an interconnected world concept	Who we are and how we are situated in the larger world community beyond local and national boundaries	- Build awareness of the complexities of world issues through critical questions and ask students to conduct online mini research projects on those current world issues.	Students are exposed to Television news and newspapers about the global issues and respond to critical questions raised. Present the result of online research covering the impact of those global issues people around the world
2	Making personal to global connections	Diverse texts, including popular media, to which learners can make personal connections to global issues	- Incorporate popular culture into the classroom by exposing students to movies related to global issues	Students watch the movie and discuss how they make connection form personal level to global level
3	Critical text analysis with a global and cross-cultural eye	Embracing diverse viewpoints by examining learners' ways of thinking	- Analyze texts containing different viewpoints on global issues.	Students' point of view of global issues are revealed from their way of thinking
4	Promoting social and political activism	Encouraging students to be active participants for social justice and equity	- Promote social actions for the local and global communities.	Students manifest their concern on global issues by establishing social actions (e.g., making a flyer or campaign through social media)

(Adapted from Yoon, 2016)

a. "Critical global literacy in speaking" refers to the ability to communicate effectively across cultures and contexts while critically analyzing and understanding the complexities of global issues. There are various aspects of CGL in speaking:

b. Communication Competence: This involves understanding the cultural norms, values, and communication styles of different societies to effectively convey messages and navigate intercultural interactions.

c. Critical Thinking: Critical global literacy requires individuals to critically analyze information, perspectives, and ideologies from diverse cultures and backgrounds. This includes questioning assumptions, evaluating evidence, and considering multiple viewpoints. The teacher asked several critical questions as a prompt (e.g., what happens in the movie? What do you think about this? And students' responses to these questions were discussed.

d. Global Awareness: This involves understanding global issues such as climate change, poverty, and human rights and recognizing their interconnectedness across borders. It also includes awareness of cultural diversity and sensitivity to

power dynamics in global interactions. Making sure that pupils are aware of how their local actions may have a direct or indirect impact on others in a national or international context is the first aspect of critical global literacy (Sudarwati, 2023).

e. Intercultural Competence: This encompasses the ability to adapt communication styles and behaviors to effectively engage with individuals from diverse cultural backgrounds. It also involves empathy, respect, and openness to different ways of thinking and being.

f. Social Justice and Equity: Critical global literacy includes a commitment to social justice and equity, advocating for marginalized communities, and challenging systems of oppression on a global scale.

There is a comprehensive understanding of critical global literacy in speaking and its significance for individuals, societies, and the world at large.

2. **The challenges of CGL implementation in speaking**

Challenges remain in integrating CGL into academic speaking instruction. Limited resources, time constraints, and institutional constraints may hinder teachers' efforts to incorporate global content and perspectives into speaking courses. Additionally, the assessment of CGL poses unique challenges, as traditional speaking assessments may not adequately measure students' critical thinking skills or cross-cultural competence. The implementation of Critical Global Literacy (CGL) in speaking classes comes with its own set of challenges. Here are the key challenges:

a. Cultural Sensitivity: Addressing cultural differences and potential misunderstandings requires sensitivity and awareness, which can be challenging in diverse classroom settings.

b. Resource Accessibility: Access to diverse learning resources, such as authentic materials from different cultures and contexts, may be limited, especially in resource-constrained educational settings.

c. Teacher Training: Educators may lack training in facilitating critical discussions on global issues and promoting intercultural communication skills in the classroom.

d. Student Engagement: Keeping students engaged in discussions on complex global topics while fostering open-mindedness and critical thinking can be challenging, especially if students have differing levels of interest or prior knowledge.

In light of these challenges, future research should explore innovative approaches and practical strategies for integrating the CGL framework into academic speaking courses. This may involve the development of task-based activities, the use of authentic materials, and the incorporation of reflective practices to foster students' critical engagement with global issues. Additionally, teacher training in CGL pedagogy and developing appropriate assessment tools are essential for ensuring the effective implementation of CGL within speaking courses.

3. **Necessary Tools for Implementation:**

This highlights the importance of exploring alternative methods for engaging students in speaking activities within the CGL framework, such as project-based learning, role-play simulations, and multimedia presentations. These methods can enhance student engagement and promote a deeper understanding of global issues. Below are the necessary tools for implementation:

a. Curriculum Development: Designing a curriculum that integrates global issues, cultural competence, and speaking skills is essential. This includes selecting relevant topics, designing engaging activities, and incorporating diverse perspectives.

b. Authentic Materials: Utilizing authentic materials such as news articles, podcasts, and videos from various cultural sources enhances language learning and exposes students to real-world contexts.

c. Technology Integration: Leveraging technology platforms for virtual exchange, online discussions, and multimedia presentations facilitates cross-cultural communication and collaboration beyond the classroom walls. In addition, there is a pledge to incorporate the CGL framework with social networking sites (Instagram, WhatsApp, Facebook, and so on).

d. Teacher Training and Professional Development: Providing teachers with training and ongoing support in intercultural communication, critical pedagogy, and effective facilitation techniques is crucial for successful implementation.

e. Assessment Strategies: Developing assessment tools that measure students' critical thinking skills, intercultural competence, and oral communication proficiency ensures alignment with learning objectives and promotes accountability.

f. Reflection and Feedback: Encouraging regular reflection and feedback from both students and teachers fosters continuous improvement and enhances the effectiveness of CGL initiatives in speaking classes.

By addressing these challenges and leveraging appropriate tools, educators can effectively implement Critical Global Literacy in speaking classes, preparing students to navigate the complexities of our interconnected world with confidence and empathy.

CONCLUSION AND SUGGESTIONS

Conclusion

In conclusion, the integration of the Critical Global Literacy (CGL) framework into academic speaking courses holds immense potential for enhancing English language learners' proficiency in global literacy, cross-cultural communication, and critical thinking. Through the exploration of existing research and the synthesis of key findings, this literature review has shed light on the theoretical foundations, practical applications, challenges, and necessary tools for implementing CGL within speaking instruction. Key challenges such as cultural sensitivity, resource accessibility, teacher training, and student engagement must be addressed to effectively integrate CGL into speaking courses. However, by leveraging necessary tools such as curriculum development, authentic materials, technology integration, teacher training, assessment strategies, and reflection and feedback mechanisms, educators can overcome these challenges and foster inclusive, reflective, and socially responsible communication practices in the classroom.

Suggestions

To further advance the integration of CGL into speaking instruction, future research should focus on developing innovative approaches and practical strategies tailored to diverse classroom contexts. This may include the design of task-based activities, the exploration of virtual exchange platforms, the creation of culturally responsive curriculum materials, and the implementation of reflective practices. Additionally, ongoing teacher training and professional development programs should be established to equip teachers with the necessary skills and knowledge to effectively facilitate critical discussions on global issues and promote intercultural communication skills among students. Furthermore, collaboration between educators, curriculum developers, policymakers, and researchers is essential to ensuring the sustained implementation and refinement of CGL initiatives in speaking courses. By working together, we can empower English language learners to become informed, empathetic, and culturally competent communicators capable of navigating the complexities of our interconnected world with confidence and empathy.

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THE USE OF MULTIMODALITY ON ENGLISH LANGUAGE TEACHING IN VOCATIONAL HIGHER EDUCATION

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Abstract : The study sought to elucidate the utilisation of multimodality in English Language Teaching in Vocational Higher Education. The study was a case study that utilised interviews, observation, and documentation studies to gather data. The study found that English lecturers derived advantages from implementing multimodality in their classrooms. Students exhibited increased levels of participation and active involvement in instructional activities, resulting in a more profound and significant learning experience. It was discovered that the lecturers were required to possess the ability to create their teaching and learning activities by the students' demands, starting from the planning phase to the evaluation phase.

Keywords : *multimodality, English Language Teaching, Vocational Higher Education*

INTRODUCTION

Unlike traditional tertiary education, vocational higher education offers programmes with unique design elements and practicality, ensuring that its graduates are immediately prepared for the workforce. Therefore, students must be equipped with ample knowledge and skills through effective instruction, relevant learning experiences, and practical application of taught theories over their academic tenure. English is included as a fundamental topic in vocational higher education. It is mostly instructed to students in the initial semesters, with a restricted number of credits. The impact of English on graduates is significant, as it is a critical factor in their employment prospects, job responsibilities, and scholarship applications for subsequent education. In light of this circumstance, English lecturers must enhance their knowledge and skills with the latest advancements. They must oversee and coordinate actions aimed at enhancing their skill and proficiency.

Currently, English Language Teaching (ELT) plays a crucial role in vocational higher education in Indonesia, namely in businesses such as international hospitals, export and import companies, hospitality, and others that aim to match global standards. Therefore, it is imperative for English Language Teaching (ELT) in vocational higher education to align with the expectations and requirements of companies, extending even further. Essentially, there should be a seamless connection between English Language Teaching (ELT) in vocational higher education and the individuals who will benefit from the skills and knowledge of the graduates.

To effectively develop necessary English language abilities and proficiencies for a certain profession, it is vital to use an appropriate teaching method throughout instructional sessions. This method should encourage active participation in the class, allowing learners to gain sufficient exposure to topics relevant to their field of expertise (Chunling, 2014). The classroom should employ a teaching strategy that caters to the learners' needs and incorporates English for Specific Purposes as instructional materials in vocational higher education (Poedjiastutie, 2017).

Contemporary teaching methods should effectively enable learners to enhance their communication skills within a specific setting and across different cultures (Cope & Kalantzis, 2021). One commonly used teaching style among lecturers is multimodality, which refers to the use of many media and modes. The shift in pedagogical approach, particularly in the digital age and environment, is characterised by the utilisation of diverse media and materials (Morita-Mullaney, 2021).

Multimodality is concerned with comprehending the functioning of semiotic systems and their organisation, encompassing several modes of communication such as gesture, sound, and visual elements like photos, graphs, films, and written text. The present trend in multimodal implementation encompasses the use of digital modes and even artificial intelligence (AI). It pertains to the methods by which instructors can create and expand upon learning experiences using several modes of communication and resources (Bezemer & Kress, 2016). Multimodal pedagogies encompass the intentional creation of learning opportunities that enable learners to engage with and express their ideas through a diverse array of resources for meaning-making. This approach aims to enhance the overall learning experience of the learners (Lim, Towndrow, & Tan, 2021).

The use of multimodal teaching methods is effective because it may replicate and enhance the development of both receptive and productive abilities, while also providing opportunities for creativity and adaptability in the teaching and learning process (Freyn & Gross, 2017). Moreover, the incorporation of multimodal elements with digital media can be enhanced with advanced technology. One example of its utilisation is through the usage of electronic media and AI, which typically incorporate a combination of animated or cartoon graphics accompanied by background sound, music, and video (Sakulprasertsri, 2020). Utilising digital media in vocational higher education for English Language Teaching (ELT) can effectively cater to the diverse learning styles of the students (Wu, 2020). Engaging digital media can also introduce new vocabulary. Therefore, it can improve learners' linguistic abilities and assist them in applying their knowledge and skills in a genuine setting (Utami et al., 2020).

This method pertains to the instructional process that encompasses the use of

several sensory systems and the active involvement of learners (Lustyantie & Arung, 2020). Typically, learners are encouraged to engage in challenging activities and generate meaningful interactions while facing those challenges. Moreover, it has been determined that multimodal teaching fosters a favourable learning environment and encourages learners to engage in independent learning. Nevertheless, the instructors must take into account the forthcoming obstacle of incorporating multimodality in English Language Teaching (ELT) classes. This study aims to elucidate the application of multimodality in English Language Teaching in Vocational Higher Education.

LITERATURE REVIEW

Multimodality

The teaching of the English language requires modifications in terms of proficiency. English language learning and English language teaching are integral components of instructional activity. The teaching and learning approaches should possess integrated, holistic, interactive, scientific, contextual, thematic, collaborative, effective, and student-centered features. Therefore, instructors must choose instructional approaches that can effectively cater to these traits to attain the desired educational results (Muhali, 2019; Unsworth & Mills, 2020). The present educational paradigm encompasses the acquisition of structured and developed knowledge competence, which includes collaboration, critical thinking and problem-solving, communication, creativity, and innovation. It also emphasises the development of intrapersonal competence, such as cooperation, coordination, collaboration, teamwork skills, and communication. Additionally, it focuses on fostering interpersonal competence, including self-management skills, cooperation, and effective communication (Tan et al., 2020).

Multimodality is a teaching style that is widely regarded as encompassing the present paradigm and can foster meaningful learning. Multimodal learning refers to a learning setting where several sensory systems and learner action systems are engaged (Lustyantie & Arung, 2020). Traditionally, this learning approach has focused on the acquisition of knowledge through textual and visual stimuli, including photos, videos, films, and artistic works. Concurrently, the auditory input can manifest as singing, poems, and spoken games (Massaro, 2013). To ensure that all students have a meaningful learning experience, lecturers will employ various methods that take into account their learning styles (Narey, 2017).

Multimodality is a term used to describe a communicative scenario that involves the use of various modes of effective communication (Adami, 2016). It signifies that instructors utilise multimodal teaching methods to facilitate communication across various media simultaneously. Communication modes encompass both verbal forms (spoken and written) and non-verbal forms (sounds, animation, graphics, emoji, and gestures) (Sharples, de Rooc, & Ferguson, 2016). In today's educational environment, it is imperative to utilise multimodal experiences that emphasise the development of students' ability to comprehend, produce, and interpret visual texts.

Additionally, it is suggested that multimodality encompasses several forms of

communication, such as verbal discourse, physical actions, visual cues, gestures, body language, and mobility. Individuals endeavour to communicate significance from the narrative customs to contemporary internet pages by utilising visuals, audio, body movements, and tactile sensations (Eisenmann & Summer, 2020; Wu, 2020). Lecturers view multimodality as a communication strategy that involves utilising different modes to create and transmit content, meaning, and information (Papageorgiou & Lameras, 2017).

When presenting information or explaining something, one might employ voice, visuals, and gestures to enhance the constructive and participatory nature of the material. PowerPoint is another medium that may be utilised to prepare a discussion. The learning environment is rendered more vibrant and significant, and students' comprehension is enhanced (Beetham & Sharpe, 2013). Instructors can introduce a variety of activities to facilitate the implementation of multimodal instruction. The answer varies based on the subject matter, methods employed, and educational goals.

Multimodal education promotes the use of many methods (such as speaking, music, writing, and visuals) and a diverse array of resources (including multilingual, experiential, embodied, and technology-enhanced resources) (Archer, 2017). The multimodal approach in the classroom underscores the utilisation of numerous modalities in authentic learning environments (Ikasari, 2019). In this authentic learning environment, students will be actively engaged and motivated during the instructional activities (Kim, 2017).

It is proposed that multimodal instruction may enhance students' motivation (Varaporn & Sitthitikul, 2019). Increased student engagement in classroom instructional activities with diverse modalities leads to the emergence of motivation. Furthermore, implementing an Information Computer and Technology (ICT)-based multimodal approach in teaching will provide students with favourable conditions and possibilities to engage in genuine social interactions.

English Language Teaching (ELT) in Vocational Higher Education.

Teaching is the act of instructing and guiding someone by instilling habits, imparting knowledge, instilling values, and fostering lasting interest (Bennion, 2024). Language learning is greatly enhanced by guidance and facilitation, which allows learners to become autonomous and creates an environment conducive to learning. This is achieved through the use of specific methods, strategies, and procedures that promote meaningful activities and help learners achieve their learning goals.

Teaching, as a scientific process, consists of three primary components: material, communication, and feedback. There is always the potential to enhance and alter the teaching methodology, approach, and procedure. Teaching involves organising and controlling an environment to accomplish specific objectives. It is an instructional method designed to facilitate learning through an interactive process, mostly consisting of classroom discourse occurring between teachers and students during certain tasks.

Teaching is inherently connected to learning. Learning is the systematic acquisition and development of knowledge (Ning and Fang, 2022). Learning is hypothesised to be an empirical process that leads to a lasting alteration in behaviours due to practice

and experience. This change cannot be attributed to momentary conditions, natural development, or inherent reaction tendencies. Learning is characterised by a noticeable alteration in conduct, which is enduring and can be attributed to the learning process rather than other factors.

Today, English language teaching has undergone a noticeable change characterised by a shift in teaching and learning focus (Karami, 2019; Muhali, 2019). The primary objective of English Language Teaching (ELT) is to attain communicative competence, which encompasses the ability to effectively generate and employ language within a specific context. Currently, language courses incorporate the development of communicative ability. Communicative competency is attained when instructors effectively employ suitable instructional techniques in the various stages of English teaching and learning, which include acquiring an understanding of the subject matter, demonstrating text examples, collaborative construction, and independent construction.

Multimodality in English Language Teaching (ELT) involves integrating several forms of communication, beyond only written text, into the learning experience. By employing the multimodal approach, educators can enhance the learning environment to be more captivating and participatory, accommodating various learning preferences. Utilising multimodal lessons can enhance student engagement and motivation, resulting in improved learning outcomes. In addition, the utilisation of various visual modes in English Language Teaching (ELT) can facilitate students' comprehension of intricate ideas, while audio recordings can offer exposure to diverse accents and pronunciations. In addition, the multimodal approach stimulates students to enhance their critical thinking skills through the analysis of multimodal materials. Students acquire the ability to analyse and interpret information from many sources, so enhancing their capacity for critical thinking.

Unlike traditional tertiary education, vocational higher education offers programmes that have unique design elements and practicality, enabling graduates to enter the workforce immediately. Therefore, the students must receive ample information and skills through effective instruction and practical application of the theories they have studied during their academic tenure.

English is included as a fundamental topic in vocational higher education. It is mostly instructed to students during the initial semesters and with a restricted number of credits. English, however, holds significant significance and exerts a substantial influence on graduates when they seek employment, perform their job duties, and even apply for scholarships to pursue further education. Given this circumstance, the selection of a teaching approach becomes vital as it will impact the educational activities in the classroom. These exercises should motivate students to actively participate and have a deeper understanding of the materials. The most crucial aspect is for students to have a meaningful learning experience.

In vocational higher education, English is taught as English for Specific Purposes (ESP), focusing on the specific needs and skills of students in fields such as nursing, aviation, hotel management, healthcare, tourism, and more. To do so, the lecturers must select instructional approaches that are suitable for promoting the needs of the pupils. The multimodal teaching approach is widely regarded as the most suitable strategy for

accommodating vocational higher education students. It pertains to the utilisation of diverse communication methods to convey teaching and improve student learning. This utilisation will enable students with varying skills and learning methods to demonstrate their performance more prominently.

Utilising multimodality can enhance students' comprehension of specific materials by giving information through various channels. The implementation of multimodality in the classroom can effectively enhance the teaching of particular English. This can be achieved by utilising infographics and simulations to instruct students on complicated technical topics, followed by the creation of video tutorials to demonstrate practical abilities. Integrating role-playing exercises also aids in the cultivation of pupils' communication and interpersonal aptitudes. Additionally, this feature enables students to produce presentations that integrate written content, visuals, and sound to demonstrate their acquired knowledge. Instructors can strengthen fundamental ideas and enhance their accessibility to students. In addition, multimodal learning facilitates the cultivation of essential workplace abilities such as critical thinking, communication, and cooperation.

METHOD

This study employed a qualitative methodology, namely a case study model, to provide a full explanation of the utilisation of multimodality in English Language Teaching in Vocational Higher Education. Whenever the researcher was unable to conduct a large-scale study due to time constraints or resources, a case study was implemented to maintain the research's focus and manageability. The rationale for conducting a case study is to obtain a comprehensive understanding of a problem by analysing the real-life scenario from many viewpoints and employing diverse data collection techniques. A case study is a comprehensive investigation of a limited system (case) or numerous limited systems (cases) over some time, involving meticulous and extensive data collecting. Interviews with English instructors and learners of vocational higher education, documentation studies, and observation were employed to gather the data. The interviews were done through both direct and indirect means. The observation may encompass English professors, students, instructional practices inside the classroom, the campus atmosphere, and the facilities provided by the college. The documentation study tasks involved doing a thorough search and collection of research documents, such as curriculum, syllabus, lesson plan, learners' portfolios, and photograph documentation. In addition, a conversation was conducted to gather more data, with the participation of English instructors and learners.

RESULT AND DISCUSSION

Pedagogical Benefits

After conducting an extensive research approach, some difficulties were identified regarding the advantages and limitations of incorporating multimodality in English Language Teaching in Vocational Higher Education. During the observation, it was noted that the implementation of a multimodal teaching approach resulted in increased learner

engagement during instructional activities. The pupils' enthusiasm facilitated their development of language skills. Utilising multimodal techniques facilitated learners in achieving autonomy in their learning. This implied that individuals can control and take ownership of their learning. They completed the challenge in the classroom. The challenge encompassed activities that focused on the receptive skills of reading and listening, as well as the productive skills of speaking and writing. These skills were cultivated through engaging activities such as assessing subject-related video clips, comprehending literature, practising speaking with AI, and expanding vocabulary using visual aids. These activities also enhanced language proficiency through enjoyable methods. This approach also facilitated the use of genuine learning materials and engaging media to enhance learners' communication within a specific setting. In addition, the participants exhibited favourable attitudes and perceptions towards the activities (Kim, 2016).

Creating a sense of interest and engagement among driving learners in the English classroom was a challenging task. Nevertheless, the incorporation of multimodality into the teaching procedures resulted in a boost in their motivation and engagement. The desire for learning can stem from both intrinsic and extrinsic factors. Intrinsic motivation originates from within the individual, while extrinsic motivation is influenced by external influences such as engaging tactics, appealing media, rewards, and punishments.

Utilising multimodal learning can effectively enhance learners' motivation and engagement by accommodating diverse learning styles through the integration of other media such as images, videos, and audio in addition to text. This resulted in a heightened and engaging learning experience that deeply connected with learners. It afforded them additional possibilities to utilise and investigate the language and get further language immersion. Engaging students in high levels of learning throughout instructional practices promotes meaningful learning, as opposed to rote learning (Hepple et al., 2014).

Additionally, it was discovered that the utilisation of multimodal-assisted learners enhanced their capacity for critical awareness and thinking, enabling them to engage in critical thinking, analysis, and discussion of specific concerns. Engaging in multimodality enhances one's ability to critically analyse material by delving deeper into its content, evaluating the authenticity of its sources, and identifying any biases or perspectives present. Through the use of several mediums such as text, audio, and visual, multimodality prompted learners to thoroughly examine and evaluate each component critically. This facilitated a more profound comprehension of the composition of the message.

In addition, multimodality enables learners to evaluate the reliability of information sources. They acquired the ability to assess the credibility of information by taking into account the author's background and purpose. Moreover, multimodal texts frequently incorporate several perspectives. This task presented a challenge for learners to identify biases and cultural viewpoints, stimulating them to engage in critical thinking regarding the information they received.

Participants were instructed to write and submit comments to a certain international journal. They analysed the connection between what they read and the present circumstances and provided solutions to the encountered issues. In addition, they analysed the matter from a cultural perspective and sought to ascertain the author's

identity. These activities enhanced their ability to think critically and expanded their understanding.

Pedagogical Constraints

Despite the advantages of incorporating multimodality in English Language Teaching (ELT), the discussion and interview revealed that there were still constraints encountered. The English lecturers should possess the capability to develop multimodal activities tailored to learners' requirements, encompassing all stages from planning to evaluation. This entails ensuring access to technology, allocating sufficient time, and providing appropriate learning resources. Given that multimodal learning can take place beyond the confines of the classroom, it has become imperative for learners to have access to digital technologies. Some learners lacked adequate access to digital technologies, resulting in inadequate ability and expertise. Meanwhile, certain people who had convenient access to digital technology actively participated and had a higher level of multimodal literacy. Time was another significant aspect that affected the implementation of the multimodal approach in the English classroom. The issue pertains to the time constraints encountered by the lecturer in designing activities, encompassing the stages of planning, implementing, and assessing. The requirement to adhere to standard testing protocols and achieve specific materials milestones was the reason for their actions during some sessions. These facts were complex and required further investigation.

It is important to remember that the process of implementing English teaching and learning in the classroom involves multiple stages. Derived from Hyland's work in 2004, it encompassed the following components: Developing expertise in the subject matter, providing assistance in reading, Demonstrating, Collaborative creation, and Individual creation. These stages need a significant amount of time, even if they are just carried out during a 100-minute meeting. Conversely, the lecturers were required to complete specific materials for specific meetings. The majority of professors simply utilised the multimodal approach for a few sessions. They would alternate teaching approaches for other meetings.
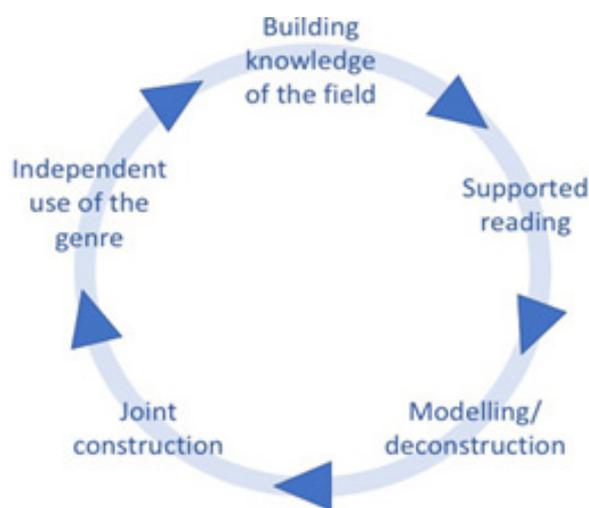

Figure 1. Teaching-Learning Cycle

When implementing the multimodal approach in English classes, instructors were required to provide suitable resources tailored to the learners' requirements and proficiency levels. Although it requires a significant amount of time to locate the necessary materials, not all of the AI applications they utilised offered appropriate materials. Several instructors were required to gather materials from multiple sources and carefully evaluate the originality of each source they used.

Upon completion of the course, the instructors will assess the pupils' achievements. Several instructors encountered challenges when assessing their students during multimodal instruction. There was no definitive criterion for evaluating multimodal classrooms. Consequently, instructors were required to modify their evaluation methods to the specific learning outcomes they aimed to accomplish. For example, the instructors created grading criteria to evaluate the English presentations given by their pupils. The scoring rubric may encompass criteria like pronunciation, gesture, structure, fluency, and other relevant aspects.

CONCLUSION

Over the past few years, multimodal has gained popularity in English Language Teaching and has been recognised as a form of literacy practice. Implementing multimodal ELT in vocational higher education has proven to be an effective teaching approach that enhances learner engagement, language proficiency, motivation, and critical thinking. Therefore, the learners underwent a process of acquiring knowledge that was significant and had a purpose.

The findings also revealed that the utilisation of multimodality faced several difficulties, ranging from the initial planning of activities to their execution and subsequent evaluation. These challenges were primarily associated with issues such as limited access to digital technology, insufficient time allocation, and inadequate availability of learning resources. The instructors had to address these obstacles by modifying the criteria for evaluation and time allocation, as well as customising the learning materials to suit the needs of the learners.

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DISCOVERY LEARNING USING DIGITAL-BASED ASSESSMENT TO PROMOTE LEARNERS' AUTONOMY AND ENGAGEMENT IN LEARNING ENGLISH

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Abstract. Indonesian learners are frequently less motivated in learning English due to its sentence pattern and unfamiliar words. Motivation is indeed "fundamental" yet some teachers do not really focus on it. However, most teachers just facilitate learners to be able to communicate fluently using English inside or outside the classroom due to the urge of a global era. In the classroom, learners indeed are reluctant to learn sentence pattern and such since they think it's not necessary. To boost their motivation and engagement, *Discovery Learning,* here provides better learners' active participation in finding new information and learn. Moreover, besides the process of learning English, they do not really like to be 'assessed' when doing mistakes in producing English both spoken or written. They tend to think that assessment will hinder them to do better, but for teachers it is necessarily done for the sake of their improvement. There are numerous of assessment activity which varies from manual until digital. Nowadays, teachers like to use digital-based assessment, such as Quzziz, Blooket, Gimkit, and moodle portal designed by certain school. They are fit to fulfill the educational purpose conducted by the government to make learners more digitalized and having internet-literate skills. Those kind of assessment are expected to make learners more motivated and autonomous in learning English since it enables live feedback and attractive appearance. By having feedback as soon as they have finished doing exercise or assessment, learners will feel more confident and desire to do better.

Keywords: *Discovery leaning, Autonomous, Assessment, Digital*

INTRODUCTION

The urge of communication ability in English has been an essential skill for many people. It is introduced to Indonesian learners from early days in order to create habit and natural communication, which everybody determined to have. Meanwhile, learning English in Indonesia seemed focusing only on creating sentences well through Grammar and Vocabulary. English Grammar is something unique due to its dynamic movement and the difficulties to predict which has been developed to modern one, more trendy for learners to apply (Gelderen, Murcia & Hilles, 2006). The reason why learning Grammar is such a dilemma is that because it has 'bad reputation' as a frightening subject for

those who stdudy it. (Al Mekhlafi & Nagaratnam, 2011), on the other hand we can't deny that it's essential to study. Moreover, understanding English Grammar is totally different from Indonesian In addition, in most "cases" learners are being assessed fo the sake of achieving score. The demand to get higher score will make them both feel nervous and motivated, not to mention for those who are feeling bad, it surely hinders them to perform the best. A number of studies conducted by Stardy (2011) and Sary (2015) discovered that mostly more than half of EFL Learners in Indonesia thought Grammar is the hardest challenge of any English skills, they seen it as their weakest link. Thus, Indonesian learners are having lack of motivation when they are in the classroom, terrified to the score they will get. Because of that Grammar in EFL Learning tends to be teacher-centered which learners find to be boring.

Independent learners or Learners' autonomy as proposed by Richards & Schmidt (2002), recently become concern of Indonesian government, appears to be goal of education in which learners are expected to not depend much on teacher to get new information or knowledge. In addition, Aminatun & Oktaviani (2019) and Merawati (2016) explained that they are in charge of their learning and motivated in the process of it. Supoported by Holec (1981), Smith, et.al (2017), and Reinders (2010), learners autonomy encourages learning process to be free from teachers' hand, rely solely on learners' desire, yet still controllable. Lengkanawati (2017) believes that if we teach learners to be autonomus using some kind of learning strategy, it will help them to achieve better. They decide their goals, undergo the learning process independently, and what sources and assessment they choose in order to perform the best they can. Although Indonesian teachers are still not used to it in the classroom, undeniably, this is proven to be preferred for EFL learners.

In line with learners autonomy, Discovery Learning emerge as the learning strategy to develop it, since it enables learners to generalizes new information from some experience they've gone through. As it was stated by Nurdin, et al (2017) Discovery Learning is essential to solve problem in social life, learners naturally prefer to explore, asking why to what happened in their real life, make them learn deeper and understand easily instead of just knowing. In EFL Learning Discovery Learning seen as great strategy to lead learners become autonomous. Stated by Singaravelu (2012), it goes well to improve English skills especially EFL Learners, since it is highly student-centered and self-directed from of learning. Alongside to the learners' autonomy, digital literacy is being the biggest exposure to the learners in recent years. Handrianto, et al (2021) mentioned that someone who is able to learn thoroughly about digital literacy will surely acquire attitudes, knowledge, and skills through any activities that are way better and more fun. Government has tried to make the internet accessible for everyone, even in remote areas. However, not many learners are using it for their learning, just for social media and entertainment. The objective of this study is to understand deeply how Discovery Learning using digital based assessment is going to give impact on learners' autonomy and engagement in learning English.

There were some previous studies about Discovery Learning, Maskuri, et al (2022) identified that this method was proper and able to solve learners' problem in the classroom and also mentioned, learners were more engaged in the learning and feel more

comfortable and motivated during the lesson. Wu (2023) also did the similar research on Grammar "teaching" and it was found that this strategy can increase learners' interest in grammar learning. Considering the aforementioned studies, this paper focuses on the learners' attitude toward Discovery Learning strategy combined with digital-based assessment in the field of English Grammar. Discovery Learning, mostly is applied into Science, while in fact, it can be applied in other subjects as well. Thus the researcher tried to use it in the English lesson although there hasn't been quite research on it.

METHOD

Descriptive Qualitative research was used in this research to identify the students' attitude toward digital based assessment including students' autonomy and engagement. The research participants were seventh-grade learners at SMP Islam Sabilillah Malang who had intermediate skills of English. They had Placement test beforehand to know the level of English skills, and they got higher grades than the other learners. The researcher chose them since they had excellent skills but lack in motivation and excitement to learn according to the result of pre-research.

The data was taken through Observation and Interview, on September, 27th 2022 when Simple Present was introduced as the beginning Grammar section within the first semester. The reason to choose this material was to know whether learners' being engaged or not during the lesson, and how the teacher deliver it. In order to answer those questions, observation was done before doing the research to know the learners' characteristics and attitude as well as motivation. It was done not only once but also during the lesson and after applying the strategy of Discovery learning. Here, the teacher also served as the researcher.

In the next meeting, researcher applied Discovery Learning using digital tools such as WordWall. The data was collected by having interview on how learners' reaction to the strategy and how it helped them to improve their autonomy and engagement. The researcher raised several questions, such as : 1) how was your feeling when doing jumbled words ?, (2) do you feel improved in arranging English sentences using this strategy, how ?, (3) do you like the strategy which expect learners to discover knowledge by themselves rather than being taught by the teacher, why?. A recorder in phone was used to gather data during the interview. At first, the researcher pick randomly two learners to be interviewed. Next, the data were collected from the interview result and translated into English. Lastly, the data were coded and analyzed to be written in findings.

FINDING AND DISCUSSION

Observation

According to the result of data collection, the researcher found that through the process of observation within 2 weeks, it showed learners' attitude toward the English lesson. First, learners were seen unenthusiastic when the teacher told them that they will have Grammar lesson. Secondly, during the lesson, learners spent more of their time

in front of laptop without paying attention to the teacher. Lastly, the class situation felt passive, without active interaction between learners and teacher. Taking a look closely to the result of the first observation, the researcher decided to apply Discovery Learning with maximizing digital tools. Discovery Learning, out of other strategies, simply gives bigger opportunities for learners to be more active and engaged, not relying on the teacher. In addition, the subject of study has already familiar with the use of gadgets since their daily activities at school mostly digital-based, not only English lesson. That was why the teacher picked the most proper apps or website in which it can motivate learners to learn independently. WordWall is one of the website that enables various activities mode, specified for word game and learners still do not know it previously. They prefer to experience something new, both the media and the lesson, so the teacher tried to use WordWall for the next meeting.

During the process of Discovery Learning by having WordWall, the researcher also underwent an observation. The purpose of doing that was to know the learners' improvement in motivation and engagement after given a new strategy, how it can help them and their insight in it. It was found that during the lesson, learners were excited to try doing exercise in WordWall. They showed an excitement through the voice they produced and eager to retry the quiz eventhough they were done. Disovery Learning which was applied, slowly seen as appropriate method to learn Grammar because learners can analyze the sentence pattern by themselves after doing jumbled words.

Interview

Besides observation, the researcher used interview to collect the data. It was done right after the lesson in order to gain learners' response accurately. Two are three learners were picked randomly and interviewed when the lesson ends. Learners' answers were mostly positive, saying that they were happy and excited to have jumbled words and finding the sentence pattern by their own. They said, before doing jumbled words activities, Grammar teaching were only teacher's explanation on sentence pattern and then doing exercise. It really made them bored, unenthusiastic, and challenging so they did the exercise not in maximum condition. Analyzing the sentence pattern, according to them was challenging, since the teacher explained nothing but they struggle to find it-they can replay the activities until get all the questions correct-. Learning by mistakes was the key, when they faced mistakes in arranging the sentences, they will find another way to make it correct, it can also be called exploring and experiencing.

Learners realized what strategy fit them best. By doing Discovery Learning reflected in jumble words, they felt they were better in analyzing sentence pattern than the traditional method which relies more on teachers' explanation. They were used to listen to the teacher all the time and when it's their time to 'shine' they did great and way more comfortable. In addition, they are more confident in learning English by their own.

From the findings above, Discovery Learning as stated by Bruner many years ago (1961), 'Generally, Discovery teaching involves not so much the process of leading students to discover what is 'out there', but rather, discovering what is in their own heads', proven to be learners-oriented where learning can be done independently, and good results can be achieved based on their progress. In discovery learning, learners

construct knowledge based on new information and data collection. There are various learning media that they can access easily outside the classroom, both online and offline. However since internet grows rapidly nowadays, learners prefer to do all activities through gadgets such as smartphone, tablet, and laptop. Quizziz, WordWall, Blooket, Kahoot and many more are some of many online educational activities which widely known by learners. Following the trend of digital era, the teacher can create some interactive activity by using those options combined by appropriate strategy such as Discovery Learning. Learners' autonomy also plays a bigger role in boosting learning motivation and engagement. The more they are autonomous, the more they will be happier to join classes and participate actively even though they do not depend on the teacher. This is because self-regulated learning and Discovery learning has the same principal which promote learners to be the one who has authority to control and develop their own learning.

CONCLUSION

The application of a new strategy in EFL teaching is a must to find the best way that match learners' need and preferences. Discovery Learning is one of abundant learning strategies which better promote learners' autonomy due to their similar characteristics. It is kind of outdated to rely on the teacher to learn new information or knowledge, learners themselves should do it by exploring many things then generalize it into something useful. Besides, the rapid growth of gadgets and networking also shape learners' way of thinking and habit. Using gadgets powered by internet makes everyone explore everything easily and have critical thinking.

Traditional method in teaching grammar or any other skills are slowly left by the teacher. Education nowadays concern on how to develop learners' independence and soft skills which later will be needed for the future generation. We can find any fun and interactive activities online that is able to grow learners' autonomy without much effort. As teachers, we have to strongly trust learners that they can discover new information by their own through several experiences. This study shows everyone that Discovery Learning walks hand in hand with learners' autonomy creates bigger motivation and engagement, as well as excitement in the classroom. Educational practitioners believe that autonomous learners will have greater opportunities in the future because they are taught to be decision maker who can solve any problems.

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