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# Celtic

## Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics

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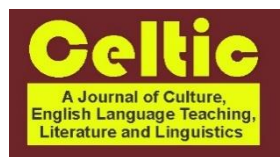
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**Correspondence:**

Address: Celtic Editorial Team, English Language Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Malang. Jl. Raya Tlogomas No. 246 Malang 65144, East Java, Indonesia. Email: celtic@umm.ac.id  
Telephone: +62-341-464318 Ext. 121. Fax no: +62-341-460435

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## BEYOND THE IMPLEMENTATION OF PROJECT-BASED ASSESSMENT IN ELT: BENEFITS, CHALLENGES, AND TEACHERS' STRATEGIES

Navisatul Izzah\*, Laksmi Diana

UPN Veteran Jawa Timur, Indonesia

### ABSTRACT

There have been many assessment methods used in ELT classrooms, including project-based assessment. However, little is known about why this assessment method is suggested, what should be anticipated in the classroom, and how teachers overcome issues in the classroom. Regarding those research gaps, this paper aims to investigate the benefits, emerging challenges, and strategies from the teachers' point of view. This study uses a qualitative case study as the research method to investigate the topic raised in depth. The findings show four benefits offered by the project-based assessment such as the improvement of students' collaboration and teamwork skills, students' creativity, critical thinking skills and bonding between students. The challenges were students' time management and free-riders. The teacher participants in this study overcame these challenges by grouping students, structuring the tasks and motivating students, collaborating with other subjects, and conducting self and peer-assessment.

**Keywords:** *ELT; Project-Based Assessment; Teachers Strategies*

### ABSTRAK

Sudah banyak metode penilaian yang digunakan di kelas bahasa Inggris termasuk penilaian berbasis proyek. Penelitian-penelitian sebelumnya sebagian besar berfokus pada penerapan metode penilaian, persepsi guru dan siswa, dan bagaimana metode penilaian ini dapat dikembangkan. Masih sedikit yang diketahui tentang mengapa metode penilaian ini disarankan, apa yang harus diantisipasi di kelas, dan bagaimana guru mengatasi masalah di kelas. Berdasarkan kesenjangan penelitian tersebut, penelitian ini bertujuan untuk menyelidiki manfaat, tantangan yang muncul, dan strategi dari sudut pandang guru. Penelitian ini menggunakan studi kasus kualitatif sebagai metode penelitian untuk menyelidiki topik yang diangkat secara mendalam. Hasil dari penelitian ini menunjukkan empat manfaat yang ditawarkan oleh penilaian berbasis proyek seperti peningkatan keterampilan kolaborasi dan kerja tim siswa, kreativitas siswa, keterampilan berpikir kritis, dan ikatan antar siswa. Tantangannya adalah manajemen waktu dan free-rider. Partisipan dalam penelitian ini mengatasi tantangan tersebut dengan mengelompokkan siswa, menyusun tugas dengan sistematis dan memotivasi siswa, berkolaborasi dengan mata pelajaran lain, dan melakukan penilaian diri dan penilaian sejawat.

**Kata Kunci:** *Pengajaran Bahasa Inggris; Penilaian Berbasis Proyek; Strategi Guru*

### INTRODUCTION

The emergence of the 2013 curriculum has changed many education aspects: the teaching learning process, assessment, and teachers' perceptions toward their practice. This research study focuses on teachers' perceptions on an assessment

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\*Correspondence:  
navisatul.ar@upnjatim.ac.id

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model used in the 2013 curriculum (2016 revised version) called project-based assessment, especially in the benefits, challenges, and teachers' strategies in implementing the project-based assessment.

The term project-based assessment is often complicated by the use of various terms, definitions, and understandings in the previous literature. It is, therefore, necessary to clarify how project-based assessment is defined in this study. This study defines project-based assessment as an assessment method that involves projects or several activities done in a certain period of time (Dwyer, 2008). It aims to measure students' competence toward the learning material and the achievement of the learning outcome.

In a study by Hanardi (2015), project-based assessment is defined as a combination of projects and assessments. He further explains that Project-based assessment is a tool to measure whether the teaching learning process achieves a subject's learning objectives. This study also mentioned that project-based assessment might include portfolio, observation, self and peer assessment, and teachers' feedback. According to Barge (2010), a project-based assessment provides students with a clear description of the teachers' pedagogy, the integration between theory and practice, and the learning objectives.

Some previous studies have indicated the benefits of conducting a project-based assessment. In a study by Ofrim-Stăncună (2014), project-based assessment appeared to benefit young learners in acquiring a foreign language. In addition, a study by Holmes and Hwang (2014) found that the use of this assessment method appears to motivate students, improve their critical thinking skills, and make them appreciate their peers. This argument was further confirmed by the findings of Cirit's (2015) study, which revealed that ELT pre-service teachers prefer to use alternative assessment due to the benefits in which it enhances students' learning, provides continuous assessment on their progress, increases interaction between peers, gives them more detailed and practical feedback, and improves their critical thinking skills.

Project-based assessment is an authentic assessment that is considered as one of the appropriate assessment methods for project-based learning. However, in some articles, the term project-based learning can also be referred to as project-based assessment since the project is done at the end of semester. The benefits of the project-based learning or project-based assessment are revealed by Simpson (2011) which showed that the use of project-based learning gives benefits to the students in terms of improving students' teamwork skills, higher-order thinking skills, presentation skills, and confidence in using English. Furthermore, the result of a study by Mafruudloh and Fitriati (2020) also showed that the implementation of project-based learning promotes students' collaborative work in performing dialog. The students showed their effective and meaningful work in fulfilling their comprehensive tasks.

However, despite the benefits of project-based assessment, some challenges are found in this assessment practice. The most common challenge is time management (Shome & Natarajan, 2013). For the students, this is related to how to manage the workload and finish their projects within the time frame. Meanwhile, teachers often feel that assessing students' projects is time-consuming. The second challenge is grading individual students in a group project (Shome & Natarajan,

2013; Williams, 2017). As already known, providing individuals with group grades is somehow unfair. There are always some people who do not contribute (free-riders) and some who contribute more. However, providing an individual grade is not an easy job for teachers.

Recognition of the difficulties in grading individual students in a project was discussed by Williams (2017). His findings suggested that teachers should use several assessment tools such as self-assessment and peer-assessment. He further explained that teachers were recommended to involve students and use self-assessment and peer assessment rubrics in assessing collaboration and participation. Then, teachers acted out their role in assessing the final product to provide a group score. In the end, the teachers combine these two scores to produce the individual scores.

This study is part of a larger project entitled "Exploring TESOL Teachers' Perceptions of Project-Based Assessment in ELT Classroom." While the previous study conveyed the teachers' project practices, views, and feelings, the present study focuses on the benefits, challenges, and teachers' strategies in the implementation of the project-based assessment. The exploration of these three aspects aims to give further descriptions of the implementation of the project-based assessment done by teachers. Furthermore, the findings revealed in this study can be used as teachers' consideration and anticipation before implementing the project-based assessment. The following research questions used in this study:

1. How do teachers perceive the benefits of project-based assessment in their classrooms?
2. What are the emerging challenges in the implementation of project-based assessment?
3. What are teachers' strategies to better configure this type of assessment?

## **METHOD**

A qualitative case study is chosen as the research method used in this study. This study aims to investigate the benefits, challenges, and teachers' strategies in depth. Furthermore, the qualitative case study is the appropriate method to explore about the state of being or state of mind such as thought and feeling (Strauss & Corbin, 1998). Additionally, this method allows the exploration of complexities of a phenomenon (Leedy & Omrod, 2010) which in this study was the teachers' project-based assessment practice. A qualitative case study also maintains the holistic and meaningful character of the real-life events (Yin, 2003).

The research instrument of this study was interview. Interview is the most prominent research instrument for the qualitative case study (Bryman, 2016). It is also used in many research studies related to teachers' perceptions and teaching practice. This study used a semi-structured interview to guide the researcher during the interview without limiting the participants' responses (Bryman, 2016). It also gives opportunities for the researcher to develop the questions to address more issues related to the research questions.

Following the method, this study used purposive sampling. The purposive sampling was considered as the most appropriate method of this study since generalization was not the focus of this study (Merriam, 1998). Furthermore, this study used a snowball sampling approach in which the researcher approached the



potential participants who have experiences relevant to the research (Bryman, 2016). The researcher approached some of her friends who work as an English teacher and asked some preliminary questions about their teaching practice. From this circle, the researcher further asked these teachers if they have any other friends who also implement the project-based assessment as one of the assessment methods in their ELT classroom. This aims to get a wider range of potential participants while maintaining the required criteria for the participants in this research.

Four teachers called 'Deborah', 'Irene', 'Vivian' and 'Lily' (*pseudonyms*) fulfilled the criteria and were invited to participate in this research. They all have taught English for more than a year and implemented the project-based assessment in their teaching practice. Furthermore, they all graduated from the English Education study program which supports their career as English teachers. They also use the latest curriculum (2013 curriculum), where the use of project-based assessment is highly suggested.

The data collection was done after fulfilling the criteria from the Ethics Manager at Monash University. The researcher firstly contacted the participants through WhatsApp messages, made some conversations, asked how the participants were doing, and told the participants about the research. This follows Yin's suggestions (2014) about the importance of building rapport and gaining trust in the data collection process. The researcher asked for participants' consent and explained the aims of the research.

The participants were interviewed based on the schedule they preferred. Furthermore, the researcher ensured the participants' confidentiality by conducting the interview separately, on different days and places. The interviews were done face-to-face and lasted for 30-45 minutes for each participant. The interviews were audio-recorded with the participants' consent. The audio recordings enhance the transcription process (Dyson & Genishi, 2005; Merriam, 1998) in the data analysis. The researcher also took some notes of important points that the participants revealed during the interview process.

The research instrument in this study was a semi-structured interview. The researcher adapted questions developed by Merriam (2002) to investigate teachers' experiences in implementing the project-based assessment. Since the interview was semi-structured, the interviews were not limited to these questions. Instead, these questions were only used as initial questions as well as guidance for the researcher to interview the participants. More questions related to the issue might appear in the middle of the interview to either clarify the participants' statement or to ask for further information (Denzin and Lincoln, 2003).

Since the research instrument used in this research was an interview, the raw data of this research were the interview transcripts. First, the researcher used thematic analysis to analyse the transcripts. Then, the researcher identified some relevant themes through coding the transcripts. Additionally, the researcher gave labels to make the data well-managed and easy to analyse. Through this process, the researcher had built her initial interpretation.

After sorting the data, the researcher read the data interpretively and reflexively. Additionally, to focus on the research questions, the researcher highlighted some important points to make discussions, including interpretations



and reflections. In the end, the findings were analysed using the previous research studies.

## **FINDINGS**

### **The Benefits of Project-Based Assessment**

The interview transcripts were analysed to identify the benefits of the project-based assessment from the teachers' perspectives. Additionally, it is essential to mention that the teachers' names used in this paper are pseudonyms or not the teachers' real names. Four themes were identified (see Table 1): students' improved collaboration and teamwork skills, bonding between students, students' improved creativity, and improved critical thinking skills.

Benefits relating to students' social skills were very prominent and obvious in the project-based assessment, particularly an improvement in their collaboration and teamwork skills (see Table 1). Teachers noted that project-based assessment often involved multiple tasks that needed massive discussions and continuous communication between peers, and this allowed students to collaborate and work with everyone in the classroom. The teachers also highlighted that the students kept motivating each other throughout the project, which is considered another positive aspect of students' social skills.

Concerning the students' social skills, some teachers admitted the improvement of bonding between students after using project-based assessment (see Table 1). Teachers highly acknowledged the existence of a gap between students. In other words, some students often insisted on mingling and working with the same person so that there were some indications of inequality whenever the students had to work in a group. The use of the project-based assessment therefore enhanced teachers' abilities to build the bonding between students since they would collaborate and work with their friends during a long process. These teachers were, in the end, satisfied with how the students were able to bond with their classmates.

The use of project-based assessment also contributed significantly to improving students' creativity (see Table 1). Teachers acknowledged that the project often required students to plan and consider things carefully due to some project limitations. For example, the students were asked to make a beverage or food without any stove or juicer in Vivian's case. Vivian further contended that this situation demanded that students think creatively about what they would do in their project. In addition, due to the time constraints, students were often required to keep the project simple but still impressive.

Improved critical thinking skills was considered to be another benefit of project-based assessment (see Table 1). Teachers noted that in the project-based assessment, students were required to independently work with their group throughout the process. Students learnt how to search for information, filter the information, give comments, and solve every problem they encountered.

**Table 1.** The Benefits of the Project-Based Assessment According to The Interviews

Benefits	Representative significant statement
Improved students' collaboration and teamwork skills	1. 'Because only through the project, my students can work in a team, learn how to solve every problem they encounter, collaborate with others, and manage the project so they can finish the project within the time constraints.' – Irene
	2. 'The project-based assessment teaches us how to see students from different lenses. It is not only about their academic progress, but also how they can collaborate with others.' – Lily
	3. 'In the project, there is always a collaboration work with peers. And, for me, teamwork skills are the most obvious. Management skills are there as well; students learn how to manage their team – "You search the article, you make the scrapbook, I create the model, etc."' – Lily
	4. 'The first benefit is, of course, to improve students' teamwork skills. In the project-based assessment, they need to collaborate and work with others.' – Vivian
	5. 'Even some students with low proficiency tried their best. They tried to contribute to the group by preparing the ingredients and tools, or even when their group needed ice cubes. I could see very great teamwork here, from their effort and other things. And surprisingly, this also happened to the boys!' – Vivian
	6. 'The project-based assessment is an effective method to assess students because all students can involve and collaborate with their peers in the project. There are also some encouragements from their friends to try their best.' – Deborah
Improved students' creativity	7. 'The second benefit is to improve creativity. In the project, the students have to decide what they are going to do and present. In my case, there were some prohibited things to bring, such as a stove or a juicer. It hence demanded them to have careful consideration about the menu; how to make a simple menu but still awesome.' – Vivian
	8. 'I prefer using the project for written or speaking tests. While test often focuses on one thing (grammar), a project can integrate students' knowledge and skills at once. We can also improve students' creativity as well as their reasoning skills since these two skills are very obvious in the project.' – Deborah
	9. 'Students' creativity is indeed obvious. Making scrapbook obviously needed students' creativity even if they did it in a group.' – Lily
	10. 'There must be some improvements in students' twenty-first-century skills such as critical thinking and creativity since they independently search for information by themselves, not from the teacher. In making an e-magazine, they used technology, made the layout for the magazine, etc.' – Irene
Bonding between students	11. 'For the students, I encouraged them to make friends with everyone in the classroom. I wanted them to have better relationships and to bond with their classmates. Thus, I deliberately made the group for every project. Consequently, they would [be] unlikely to work with the same person or work with their 'gang'. I could see in my case that it worked very well. They have a sense of belonging, they know their friends better, and they bond with each other.' – Deborah
	12. 'The benefit for the students is they could bond with their friends. One of the most common problems in teaching teenagers is they only mingle with their 'gang.' In my context, especially year 10, this is very obvious.' – Lily
Improved critical thinking skills	13. 'There must be some improvements in students' twenty-first-century skills such as critical thinking and creativity since they independently search for information by themselves, not from the teacher. In making an e-magazine, they used technology, made the layout for the magazine, etc.' – Irene
	14. 'Yes. Critical thinking skills were used in the project. In my case, students are asked to give comments related to the special performance in a specific continent.' – Lily

### Challenges in Project-Based Assessment

Most teachers agreed that the foremost challenge they faced in conducting a project-based assessment is time management (see Table 2). As mentioned before, the project-based assessment involves a long process, and, consequently, teachers often had insufficient time to teach the other materials or the next required chapters in a semester. These teachers further explained that their students still needed guidance in English, so that it often required more time in the project-making phase, especially in a project that involved text-editing and revisions. For example, in Irene's class, some students sometimes made an excuse by mentioning that they were doing two projects at that moment so it was hard for them to finish on time. While Lily sometimes encountered a similar reason, she also noted that her students sometimes made unnecessary excuses, such as forgetting to bring the project.

The second challenge that most teachers encounter in conducting a project-based assessment is free-riders (see Table 2). Teachers noted that free-riders often interfered in the project-making by not bringing the materials or relying only on their friends. This consequently obstructed the process and, hence, required more time to complete the process.

**Table 2.** The Challenges of The Project-Based Assessment According to The Interviews

Benefits	Representative significant statement
Time-management	<ol style="list-style-type: none"> <li>1. 'I cannot believe it is already the end of the year, and I have to rush over the last two chapters. I am asking myself how I could be very overwhelmed with everything, and the suspect is the assessment process I did for the procedure text. I had spent some meetings for the discussion and explanation about the procedure text, and when it came to assessment, I chose this project, which apparently involved more time than usual.' – Vivian</li> <li>2. 'For me, it is time-consuming. I should check the text first, and there are a lot of things to be done. It wastes the time allocation for English, especially for my students who have lower proficiency than students from other schools.' – Vivian</li> <li>3. 'Yes, it is pretty hard to manage the time. I do not know whether it is because of other subjects that apparently also do a project, but my students say, "I have not finished the other yet, Miss. I should do both, so I decide to do 50/50."' – Irene</li> </ol>
Free-riders	<ol style="list-style-type: none"> <li>1. 'The challenge comes from unmotivated students. Even when they are doing the project, they are still unmotivated and rely on their friends.' – Deborah</li> <li>2. 'Some students kept making excuses, and I contended that these students did not want to contribute to their groups. Because it did not only happen to my classroom, but also to the other classrooms.' – Lily</li> <li>3. 'They always make an excuse by saying "I cannot finish the project, Miss, she does not bring the material, and he does not bring the tools".' – Irene</li> </ol>

### Teachers' Strategies

The challenges teachers encountered in using the project-based assessment apparently did not make them avoid using this assessment method. Instead, it encouraged them to find better ways to conduct this assessment method. According to the interviews, every teacher tended to have a different personal strategy to overcome their problems. Overall, four themes were identified: create the project teams, structure the tasks and motivate students, integrate the project with other subjects, and have students assess themselves and peers.

Creating project teams is a prominent strategy used by teachers to overcome the challenges in the project-based assessment. Teachers acknowledged that secondary students are likely to choose those with whom they want to work. Therefore, teachers contended that it is necessary to create project teams to maintain the heterogeneity of the group members and improve their social skills.

*Deborah: 'When students create their own group, there are always people who are left behind. Some students do not want to be in the same group with the low achievers or special needs students.'*

*Lily: 'I made them in a team so that they were able to work with everyone in the classroom. It was so hard at first. They refused it. They even personally asked me not to be in the same team with X or with Y. It made me even more curious of what was happening, and I ended up putting them in the same group on purpose.'*

Furthermore, most teachers contended that structuring the tasks and motivating the students throughout the process are crucial to achieving the allocated time.

*Vivian: 'I keep reminding my students about the time allocation for every step in the project. For example, ten minutes presentation for each group so that all groups can perform in one meeting. I also keep emphasizing the deadline to my students with a bit of threat. Ha-ha! Thank God, they motivate each other and all finished.'*

*Deborah: 'I tried to suggest what they have to do. I tried to understand what they liked. For example, when they like drawing, I will ask them to help the group and make the drawing, or perhaps design the project. I also keep motivating them throughout the process.'*

Meanwhile, Irene has personal strategies that will also be used in the next project. As her problem is often about other subjects' projects, she contended that integrating other subjects' projects with the English subject is a great idea. She further adds that having students assess themselves and peers can potentially minimize the free-riders problem in the group.

*Irene: 'The free-riders will be aware that their friends will also assess them. When they do not work, they will think they do not get a score.'*

In conclusion, all teachers contended that every challenge they encountered in the classroom needed to be solved. Therefore, they have personal strategies to better configure the project-based assessment and achieve the main aim of assessment, which is promoting students' learning. As every class is unique, the teachers participating in this study also have various strategies to suit their own problems.

## **DISCUSSION**

### **Benefits of the Project-Based Assessment**

This study identified four benefits of the project-based assessment: students' improved collaboration and teamwork skills, bonding between students, students' improved creativity, and improved critical thinking skills. Most findings in this study not only confirm the existing knowledge about the benefits of the project-based assessment towards the students' improvement of teamwork skills, bonding between students, and critical thinking skills (Cirit, 2015; Holmes & Hwang, 2014),

but also inform us that the project-based assessment can improve students' creativity.

Benefits relating to the students' improvement in teamwork skills in this study were illustrated by the teachers in the way in which students were able to collaborate and work with everyone in the classroom. Teachers further confirmed that there were massive discussions during the process, which apparently increased students' interaction (Cirit, 2015). Furthermore, the phenomenon of students continually motivating their team members throughout the process is also similar to the knowledge existing in Holmes and Hwang (2014).

Closely related to the first benefit, teachers also indicated that project-based assessment contributed to the improvement of bonding between students. This finding is similar to that of Holmes and Hwang (2014), who revealed that students appeared to appreciate their peers more. In the case of this study, students who were initially reluctant to work with low-achievers or with students with special needs were, by the end, able to appreciate their peers with their limitations.

The improvement of students' critical thinking skills in this study confirms the existing knowledge from Holmes and Hwang (2014) and Cirit (2015). Teachers in this study illustrated the improvement of critical thinking skills in the way students independently worked with their group throughout the process, searched for information, filtered the information, and gave critical comments regarding the information. Teachers further explained that there was also an improvement in the way they solved every problem they encountered.

This study also found that project-based assessment contributed to the improvement of students' creativity. This finding fulfilled the creativity aspect, which is one of the requirements of the project-based assessment, according to the Indonesian Ministry of Education and Culture (2016). In addition, teachers also conveyed that the requirement of the project and time limitation often encouraged students to think creatively. This is in contrast to the findings from Shome and Natarajan (2013), which found that complicated tasks and the time constraint often discouraged students from doing the project.

### **Challenges in Project-Based Assessment**

The challenges relating to the use of project-based assessment are time management and free-riders. As the project-based assessment involves a long process, teachers have to give continuous feedback and do a continuous assessment (Shome & Natarajan, 2013). However, unlike the findings from Shome and Natarajan (2013), teachers in this study were not complaining about the continuous feedback and assessment they should give. Instead, they felt worried if they could not finish the materials required in a semester. The findings of this study further revealed that teachers often became overwhelmed in managing the time frame because students often needed more guidance than the teachers expected, particularly in text-editing and revisions. Therefore, the project was often finished after the initial due date.

Closely related to the first challenge, the existence of free-riders in the projects also often interfered with the process and the time constraints. Teachers conveyed that the free-riders often made an excuse whenever required to bring materials or tools for the project. However, the teachers further explained that they helped the team structure the task, gave the free-riders clear job descriptions, and kept

motivating them throughout the process. Therefore, the teachers contended that the existence of free-riders was unlikely to give them insurmountable difficulties in terms of assessing them because, ultimately, they also contributed to the project. The finding of this study therefore brings different knowledge into the field from that of Shome and Natarajan's (2013) findings about free-riders.

### **Teachers' Strategies**

Each teacher has their strategies to overcome the challenges encountered in the project-based assessment. Overall, four strategies were identified: create the project teams, structure the tasks and motivate students, integrate the project with other subjects, and have students assess themselves and peers.

Teachers in this study found that creating the project teams for students is one of the beneficial strategies in the project-based assessment. Furthermore, Deborah and Lily agreed that creating the project teams for the students not only maintained the heterogeneity of the group but also enhanced students to gain the benefits of the project-based assessment, particularly in social skills improvement. They further explained that this strategy could also reduce the gap between students, which is another prominent problem in the classroom.

Teachers also conveyed that they must help students structure the tasks and motivate the students throughout the process. As the project-based assessment often involves multiple complicated tasks in a limited time frame, teachers agreed that they must provide students with a robust support system.

Additionally, teachers also have some further suggestions regarding the strategies that can be used in the next project-based assessment. First, ELT teachers can integrate the English project-based assessment with other subjects. Irene personally thought that this suggestion appears to be an alternative way to reduce the time-consuming aspect as well as reduce students' usual burden of doing many projects at once. Second, peer assessment can be used to minimize the free-riders problem in the group. This suggestion confirms the finding by William (2017). Lastly, peer assessment can increase students' motivation to do their projects because of the involvement of their peers in the assessment process (J & Fajar, 2019).

### **CONCLUSION**

This study explored the benefits, challenges, and teachers' strategies in doing the project-based assessment. This study was shaped by the overarching research questions of how teachers perceive the benefits of project-based assessment in their classrooms, the emerging challenges and their personal strategies to better configure this type of assessment. These questions provided opportunities to investigate some benefits, challenges, and the teachers' personal strategies to configure the project-based assessment better.

Findings of this study revealed the benefits of project-based assessment, which are identified as students' improved collaboration and teamwork skills, bonding between students, students' improved creativity, and improved critical thinking skills. Despite the benefits gained, teachers encounter several challenges in their project-based assessment, mostly associated with time management and free-riders. However, teachers also have some strategies to better configure this assessment method by creating the project teams, structuring the tasks and

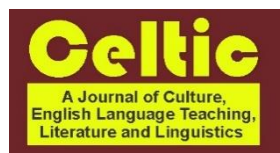
motivating students, integrating the project with other subjects, and having students assess themselves and their peers.

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## STUDENTS' ABILITY IN THE STRUCTURE AND WRITTEN EXPRESSION SECTION IN TOEFL PREDICTION TEST

Tira Nur Fitria\*

Institut Teknologi Bisnis AAS Indonesia

### ABSTRACT

This study aims to investigate the students' ability and their opinions in doing the Structure and Written Expression (SWE) of the TOEFL Prediction test. The result suggests that, on the mean score, 136 non-regular students show a higher average score of 30.68 than 118 regular students' score of 30.01; on the median score, both regular and non-regular students have the same median score of 36 out of 40 points; while on the range score, regular students have a minimum score of 4 to 40 correct answers, while non-regular students have a minimum score of 5 to 39 correct answers. Related to their opinions about the test, the students agree that SWE is the most difficult test, thus arguing that studying grammar is essential. Therefore, careful preparation is needed to achieve a maximum score on the test such as having sufficient knowledge of English grammar.

**Keywords:** *Structure and Written Expression (SWE); TOEFL*

### ABSTRAK

Penelitian ini bertujuan untuk mengetahui kemampuan dan pendapat mahasiswa dalam mengerjakan tes TOEFL Prediction Structure and Writing Expression (SWE). Penelitian ini bersifat deskriptif kuantitatif. Hasil penelitian menunjukkan bahwa pada nilai rata-rata, 136 siswa non-reguler menunjukkan skor rata-rata lebih tinggi 30,68 dari 118 siswa reguler yang skornya 30,01. Dalam median skor, baik siswa reguler maupun non-reguler memiliki nilai median yang sama yaitu 36 dari 40 poin. Dalam rentang skor, siswa reguler memiliki skor minimal 4 sampai 40 jawaban benar. Siswa non-reguler memiliki skor minimal 5 hingga 39 jawaban yang benar. Terkait dengan pendapat mereka tentang tes tersebut, terlihat bahwa siswa setuju bahwa SWE adalah tes yang paling sulit, sehingga mempelajari grammar itu penting, 50 soal terlalu banyak, durasi mengerjakan tes terbatas, banyak kalimat kompleks, dan kata-kata asing. Sebagian besar siswa mempelajari materi SWE sebelum melakukan tes, tetapi mereka tidak melakukan latihan sebelumnya. Sebagian besar siswa mudah terganggu oleh lingkungan sekitar dan kehilangan konsentrasi saat mengerjakan tes. Diperlukan persiapan yang matang untuk mencapai nilai maksimal dalam ujian seperti memiliki pengetahuan tata bahasa Inggris yang cukup.

**Kata Kunci:** *Structure and Written Expression (SWE); TOEFL*

## INTRODUCTION

The Test of English as a Foreign Language (TOEFL) is a test run by the Educational Testing Service (ETS) to assess the English proficiency of non-native English speakers in the English language (Gear & Gear, 2002). It consists of three sections, namely listening, reading, and structure and writing expression. The TOEFL test's appropriate score depends on the particular criteria of the specific

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\*Correspondence:  
tirnufitria@gmail.com

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organization or entity concerned. Until 1998, the TOEFL was only available in a paper-and-pencil-based test (Miller & Wheeler, 2003a). Some problems then arose because people taking the test were unfamiliar with the TOEFL. Furthermore, ETS realized the enormous financial benefits they could earn from transforming the paper-and-pencil TOEFL test into the Computer-Based Test (CBT).

The Structure and Written Expression (SWE) section contains questions to test someone's understanding and insights regarding the structural and grammatical standards of English (Fauzy et al., 2013). This part is meant to assess the ability to understand written English used in formal contexts (formal written English). In spoken communication, certain English terms can be accepted, but in written communication, let alone formal ones, they cannot be accepted or are not widely used. The structure of the written language section consists of two parts, the word structure and the written English expression (written expression). There are 40 questions in the Form and Written Language section, consisting of 15 structural questions (numbers 1 to 15) and 25 questions in written word questions (numbers 16 to 40). The time allocation to answer the 40 questions is 25 minutes. For some test-takers, the SWE section of the TOEFL test is considered the hardest part of the TOEFL test (Fitria, 2019), even though this section has the least number of questions (40 questions) compared to the Listening section (50 questions) and the Reading section (50 questions). The biggest difficulty faced by test takers is the limited time of 25 minutes to solve 40 questions, meaning that on average, participants or test-takers are only given 37.5 seconds to finish 1 question.

Priyasudiarja (2019) also states that the SWE TOEFL aims to test the test takers' knowledge about the use of correct grammar in English. According to Dixon (2011), grammar is a key component for learning to use English well. It is supported by Fitria (2018) and Fitria (2019), who claim that grammar is the rule of a language. Learning grammar is important, especially to improve writing skills and understand more complicated language structures. It means that grammar is about how to use a language correctly by following the rules (Suparmi, 2015). Similarly, Nelson and Greenbaum (2018) opine that grammar is central to language which mediates between the system of sounds or written symbols and the sensor system. Grammar deals with the way words are put together to achieve clear communication such as in writing (Antony, 2016). This is based on the consideration that someone who is engaged in academics will be involved in many writing activities, such as writing research reports, essays, scientific journals, or other written works. Therefore, the gain value in this section can be used as a reference to discover to what extent someone can understand the sentence structure and grammar in English properly and correctly (Fitria, 2020). In the SWE TOEFL section, the test-takers may face difficulty in passing it. As stated by Munadia (2016), the difficulties are on certain aspects of grammar in structure and written language. Furthermore, there are four reasons that affect the difficulties, including the lack of grammar capacity, the absence of vocabulary mastery, distraction, and less practice. This is supported by other personal issues, such as lack of practice and lack of grammatical competence (Ubaedillah, 2020).

For most students in one of the institutes in Surakarta, Central Java, where this study took place, achieving an adequate TOEFL score is not easy, considering that the campus does not have teachers with English Education backgrounds or other

related study programs. Many students have never learned how to do the TOEFL test. However, in the fifth semester, the TOEFL course is an important subject that students must take. The TOEFL prediction test certificate is used as a requirement to take the final exam and thesis. The biggest difficulty is of course the TOEFL itself which is known to have a high level of difficulty. External and internal factors in the TOEFL process are no less important such as observing and understanding students' behavior and motivation when the students are doing the TOEFL test. To understand more about the nature of the TOEFL test especially its Structure and Written Expression (SWE) section, the following section discusses both in detail.

### **Test of English as Foreign Language (TOEFL)**

According to Murray and Christison (2010), TOEFL offers both internet and paper-based testing. The exam is an indirect indicator of how test-takers read, listen, and write English. The official TOEFL test is offered in two formats, Internet-based TOEFL (iBT) and Paper-based TOEFL (PBT). The IBT is given on a computer, and the PBT is given with paper and pencil (Hasik et al., 2008). The format of the test depends on the test center location where the test-takers register. During its development, the TOEFL has several versions, namely paper-based (PBT), internet-based (IBT), and computer-based (CBT). The three of them can be used as a requirement for students' admission to schools abroad as well as measuring the level of English proficiency. In addition, TOEFL is also available in the form of an Institutional Testing Program (ITP) for students with intermediate and advanced levels of English. Even so, the four have differences, both in structure, period, and minimum score limits.

In determining the students' levels related to the generally accepted standards of English competence, one of the best-known systems of international proficiency tests is TOEFL test (Davies & Pearse, 2000). Some professional licensing and certificating agencies use TOEFL scores to evaluate English proficiency (Sharpe, 2020). It is also supported by Dulan (2012) who states that most institutions accept scores of the TOEFL (Test of English as a Foreign Language) or the IELTS (International English Language Testing System). TOEFL is one of the English language proficiency tests besides TOEIC and IELTS (Stirling, 2015). The TOEFL test is used by scholarship selection committees of governments, institutions, universities, and agencies as a standard of the English proficiency of the candidates. The TOEFL Structure and Written Expression help to test the ability to recognize written English used in formal contexts (formal written English). In spoken communication, certain English terms can be accepted, but in written communication, they cannot be accepted or are not widely used.

### **Structure and Written Expression (SWE)**

TOEFL Structure section consists of two types of questions, Sentence Completion and Error Identification (Miller & Wheeler, 2003b). While, according to Widiastuty et al. (2020), there are two types of structure and written language, which are structure and written expression. Ang-zie (2020) states that Part A (structure) consists of 15 questions designed to test someone's ability to recognize the correct language used in the language Standard written English. These fifteen questions consist of incomplete sentences, under each sentence (question item),

test-takers will see four choices (A, B, C, or D) in the form of a word or phrase. They have to choose one of the four choices to complete the sentence. Next, Part B (written expression) consists of 25 questions in the form of sentences, where each sentence has four outlined words or phrases and is marked with the letters (A), (B), (C), or (D). Test-takers are asked to choose one of the four words or phrases that must be changed to make the sentence correct (Bailey, 2001).

In SWE, there are two kinds of questions, sentence completion and error identification. In sentence completion questions, the test-takers are required to find the correct answer to complete the blank sentences. While in error identification questions, the underlined words or phrases ask the test takers to identify the wrong answer. Even though SWE is a section with the least number of questions (40 questions) compared to the listening section (50 questions) and the reading section (50 questions), this section does require extra precision and knowledge, not just guessing what words are the most comfortable to read. It requires analysis of standardized formulas.

In addition, several studies had been conducted related to various problems encountered by the students in SWE, among others, Hajri et al. (2018) who recognized the difficulties of the students in referring to TOEFL's structure and written expressions and to analyze the causes of the errors of the students. Also, Thiel (2019) examined which skills of the TOEFL were challenging for students, and Kholidi (2018) found the skill of the students in TOEFL's SWE section and the kinds of SWE section products that caused the problems. Also, Muhajir (2018) explored the difficulties experienced by learners tested in PBT (Fitria, 2021), and Handayani (2019) studied the difficulties of nursing students in the section of the form and written expressions in the Paper-Based TOEFL. Finally, Hadi (2020) examined the difficulties of students in Structure and Written Expressions on Paper-Based TOEFL.

Those previous studies have a similar focus on the SWE TOEFL section and its difficulties, but there are differences between those studies and the current study, which is the objectives of the current study. Previous studies focused on the question items related to the difficulty in grammar aspects which include the internal factor, while this study focuses on the students' perception in doing the SWE TOEFL section based on internal and external factors that influence the students' difficulty in doing the section. Based on the explanation stated previously, the researcher is interested in investigating the SWE section of the TOEFL Prediction Test. Thus, the researcher formulates the objective of this study as to know the students' ability and their perceptions towards the TOEFL prediction test of the Structure and Written Expressions (SWE) section.

## **METHOD**

This study uses descriptive quantitative method. The descriptive quantitative method is used to describe or explain events or an event happening at this time in the form of meaningful numbers. Descriptive statistical analysis is a statistic used to analyze data by describing data that have been collected without intending to draw conclusions that apply to generalization.

To know students' ability in dealing with TOEFL SWE, this study uses a test using Google Form. The purpose of the test is to collect as much information as possible (Rubin & Chisnell, 2011). The tests are in forms of sentence completion and

error identification questions, covering 15 questions for sentence completion in which the students were expected to find the correct answer; and 25 questions for error identification questions, in which the students were expected to look for the incorrect answer from the underlined words in sentences. In this research, the researcher shares the test using Google Forms. Through the Google form, points are awarded for SWE section questions in the form of Multiple Choice. By providing an answer key and determining the number of points at the time of question creation, Google Forms can automatically provide points for each question. So, the researcher only describes the details of the points obtained by the students in the SWE section.

In addition, the researcher uses a questionnaire to investigate the students' perception when doing the SWE section test. There are 15 questions in the questionnaire relating to the student's perception about the structure and written expression in TOEFL with two options of "Yes/No" questions. In these two answer choices, respondents can fill out a questionnaire according to the available alternative answers. Besides, the data is also obtained quickly at the time of data collection. The respondents are students of ITB AAS Indonesia, consisting of regular and non-regular classes. There are 118 students from a regular class (A), while 136 students from a non-regular class (B).

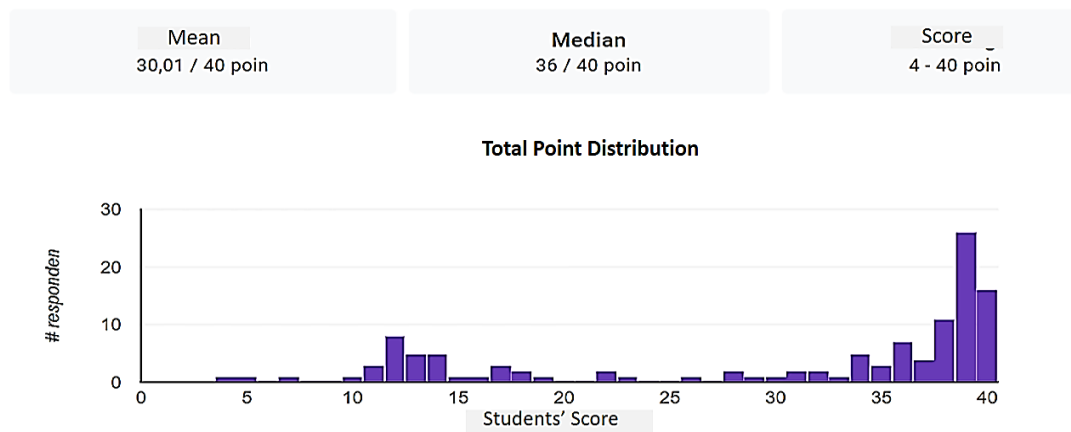
In this study, the researcher used the data analysis technique. There are several interrelated steps used in the process of analysing the quantitative data (Creswell, 2012). The first step is to prepare the data for analysis. Typically, the researcher conducts a descriptive analysis of the data reporting measures of central tendency. The next step is to report the results found using tables, figures, and discussion of the key results. Finally, the researcher interprets the results from the data analysis that consists of the result summary descriptively.

## FINDINGS

The objective of this study is to know the students' ability and their perceptions towards the TOEFL prediction test of the SWE section. Below are the results of the data analysis.

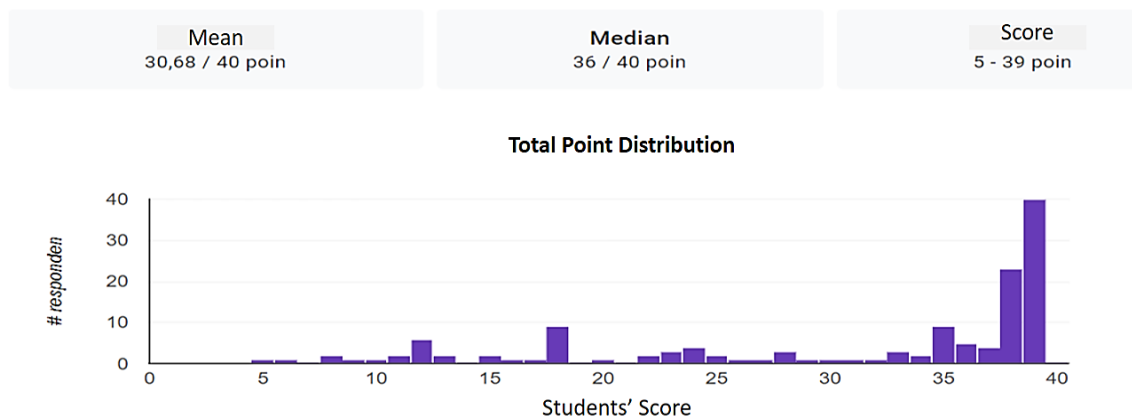
### The Students' Ability of Structure and Written Expression Test

The table below shows the test' result in Structure and Written Expression section in average, median, and range score from Google response.



**Figure. 1** The Regular Students' Correct Score in SWE

Based on the TOEFL test of the regular students, it shows that the scoring average of the students is 30.01 out of 40 points, the median score is 36 out of 40 points, while the range score is 4 up to 40 points which means that the correct students' answers are between 4 up to 40 correct answers. It indicates that the regular students have the lowest score of 4 (or 23 scores), and the highest score of 40 (or 68 scores).



**Figure 2.** The Non-Regular Students' Correct Score in SWE

Meanwhile, based on the TOEFL test of the non-regular students, it indicates that the scoring average of the students is 30.68 out of 40 points, the median score is 36 out of 40 points, while the range score is 5 up to 39 points which means that the correct students' answers are between 4 up to 40 correct answers. It confirms that the regular students have the lowest score of 5, and the highest score is 39 or 67 scores.

**The Students' Opinions of SWE**

The table below describes the questionnaire result from the students' perception towards the TOEFL as a whole and especially the Structure and Written Expression (SWE) section, as well as the internal and external factors that influence it.

**Table 1.** The Result of Questionnaire from Regular Students

NO	STATEMENT	RESPONSE	
		Yes	No
1.	Structure and Written Expression is one of the most difficult tests in the TOEFL	85 (72 %)	33 (28 %)
2.	There are a large number of Structure and Written Expression questions (consisting of 40 questions)	94 (79.7 %)	24 (20.3 %)
3.	The total time duration for working on the Structure and Written Expression questions is limited to around 25 minutes	77 (65.3 %)	41 (34.7 %)
4.	Learning grammar is important in taking the TOEFL Structure and Written Expression test	111 (94.1 %)	7 (5.9 %)
5.	Grammar material on Structure and Written Expression is difficult to be learned	85 (72 %)	33 (28 %)



6.	The sentences in the Structure and Written Expression contain complex sentences that are difficult to understand	88 (74.6 %)	30 (25.4 %)
7.	There are many foreign words in the Structure and Written Expression test questions	96 (81.4 %)	22 (18.6 %)
8.	I Studied the Structure and Written Expression material before the TOEFL test	97 (82.2 %)	21 (17.8 %)
9.	I had experience taking previous TOEFL tests	46 (39 %)	72 (61 %)
10.	I did exercises on Structure and Written Expression before the TOEFL test	65 (55.1 %)	53 (44.9 %)
11.	I got easily distracted by my surroundings when working on Structure and Written Expression questions	90 (76.3 %)	28 (23.7 %)
12.	I easily lose concentration in working on Structure and Written Expression questions	80 (67.8 %)	38 (32.2 %)
13.	I tend to choose easy questions first over difficult questions	109 (92.4 %)	9 (7.6 %)
14.	I tend to interpret each word in the Structure and Written Expression questions	90 (76.3 %)	28 (23.7 %)

Table 1 illustrates the regular students' perception toward the Structure and Written Expression section. The table clearly shows that the researcher uses closed questionnaires which contain questions or statements that usually require respondents to answer with YES or NO. This closed questionnaire does not provide other alternatives to the respondents' possible answers so that they immediately received a definite answer.

In the 1<sup>st</sup> statement, 85 students (72 %) agree that SWE is one of the most difficult tests in the TOEFL test. Then, in the 2<sup>nd</sup> statement, 94 students (79.7 %) agree that there are too many questions in the SWE section. In the 3<sup>rd</sup> statement, 77 students (65.3 %) agree that the time duration in doing the test is very limited to only 25 minutes for 40 questions, while in the 4<sup>th</sup> statement, 111 students (94.1 %) agree that learning/studying English grammar is important in doing the SWE section test. In the 5<sup>th</sup> statement, 85 students (72 %) agree that grammar is difficult to be learned, and in the 6<sup>th</sup> statement, 88 students (74.6 %) agree that SWE contain complex sentences. In the 7<sup>th</sup> statement, 96 (81.4 %) agree that there are many unfamiliar words in the SWE test, while in the 8<sup>th</sup> statement, 97 students (82.2 %) studied the material before doing the test. Next, in the 9<sup>th</sup> statement, 72 students (61 %) reported that they did not have experience in doing the TOEFL test before, and in the 10<sup>th</sup> statement, 65 students (55.1 %) respondents did the exercise before the test. In the 11<sup>th</sup> statement, 90 students (76.3 %) said that they were easily distracted by their surroundings when doing the test, while in the 12<sup>th</sup> statement, 90 students (76.3 %) said they were easy to lose concentration when doing the test. In the 13<sup>th</sup> statement, 109 students (92.4 %) reported that they tend to choose an easy question first over difficult questions, then in the 14<sup>th</sup> statement, 98 students (83.1 %) tend to choose short questions first. Lastly, in the 15<sup>th</sup> statement, 90 students (76.3 %) tend to interpret each word in a test.

**Table 2.** The Result of Questionnaire from Non-Regular Students

NO	STATEMENT	RESPONSE	
		Yes	No
1.	Structure and Written Expression is one of the most difficult tests in the TOEFL	103 (75.7 %)	33 (24.3 %)
2.	There are a large number of Structure and Written Expression questions (consisting of 40 questions)	119 (87.5 %)	17 (12.5 %)
3.	The total time duration for working on the Structure and Written Expression questions is limited to around 25 minutes	106 (77.9 %)	30 (22.1 %)
4.	Learning grammar is important in taking the TOEFL Structure and Written Expression test	130 (95.6 %)	6 (4.4 %)
5.	Grammar material on Structure and Written Expression is difficult to be learned	107 (78.7 %)	29 (21.3 %)
6.	The sentences in the Structure and Written Expression contain complex sentences that are difficult to understand	99 (72.8 %)	37 (27.2 %)
7.	There are many foreign words in the Structure and Written Expression test questions	125 (91.9 %)	11 (8.1 %)
8.	Study the Structure and Written Expression material before the TOEFL test	99 (72.8 %)	37 (27.2 %)
9.	Have experience taking previous TOEFL tests	60 (44.1 %)	76 (55.9 %)
10.	Practice doing exercises on Structure and Written Expression before the TOEFL test	64 (47.1 %)	72 (52.9 %)
11.	Easily distracted by your surroundings when working on Structure and Written Expression questions	111 (81.6 %)	25 (18.4 %)
12.	Easily to lose concentration in working on Structure and Written Expression questions	102 (75 %)	34 (25 %)
13.	Tending to choose easy questions first over difficult questions	124 (91.2 %)	12 (8.8 %)
14.	Tending to choose short questions first over difficult questions	123 (90.4 %)	13 (9.6 %)
15.	Tending to interpret each word in the Structure and Written Expression questions	118 (86.8 %)	18 (3.2 %)

Table 2 represents the non-regular students' perceptions toward the Structure and Written Expression section. In the 1<sup>st</sup> statement, 103 students (75.7 %) agree that SWE is one of the most difficult tests in the TOEFL, while in the 2<sup>nd</sup> statement, 119 students (87.5 %) agree that there are many questions in the Structure and Written Expression section. Next, in the 3<sup>rd</sup> statement, 106 students (77.9 %) agree that the time duration in doing the test is limited to only 25 minutes for 40 questions, and in the 4<sup>th</sup> statement, 130 students (95.6 %) students agree that learning/studying English grammar is important in doing the SWE test. In the 5<sup>th</sup> statement, 107 students (78.7 %) agree that grammar is difficult to be learned. In the 6<sup>th</sup> statement, 99 students (72.8 %) agree that SWE contain complex sentences. In the 7<sup>th</sup> statement, 125 students (91.9 %) agree that there are many unfamiliar words in the SWE test. In the 8<sup>th</sup> statement, 99 students (72.8 %) study the material before doing the test, while in the 9<sup>th</sup> statement, 76 students (55.9 %) said that they did not have experience in doing the TOEFL test before. In the 10<sup>th</sup> statement, 72 students (52.9 %) reported to not do the exercise before the test, while in the 11<sup>th</sup>

statement, 111 students (81.6 %) said to be easily distracted by their surroundings when doing the test. Next, in the 12<sup>th</sup> statement, 102 students (75 %) reported to be easy to lose concentration when doing the test, while in the 13<sup>th</sup> statement, students (91.2 %) tend to choose an easy question first than the difficult questions. In the 14<sup>th</sup> statement, 123 students (90.4 %) said to tend to choose short questions first, and finally in the 15<sup>th</sup> statement, 118 students (86.8 %) said that they tend to interpret each word in a test.

## DISCUSSION

Based on the findings from the online test of the Structure and Written Expressions section, it shows that there are differences in a test score. The regular students show that the scoring average is 30.01 out of 40 points, the median score is 36 out of 40 points, while the range score is 4 up to 40 points. It means that the correct students' answers are in the range of 4 up to 40 correct answers, meaning that the regular students have the lowest score in 4, and the highest score in 40. While from the non-regular students, the average score of the students is 30.68 out of 40 points, the median score is 36 out of 40 points, while the range score is 5 up to 39 points, meaning that the correct students' answers are between 4 up to 40 correct answers. It implies that the regular students have the lowest score of 5, and the highest score of 39, or most of the students' answers are correct.

The descriptions illustrate that in average score, non-regular students achieve a higher score of 30.68 than regular students' score of 30.01. In the median score, both regular and non-regular students have identical median score of 36 out of 40 points. In the range score, regular students have a minimum score of 4 and a maximum score of 40, meaning that the students have a minimum score of 4 of the correct answer in a test and reach the perfect score of 40 of correct answers in the test. While non-regular students have a minimum score of 5 and a maximum score of 39, meaning that the students have a minimum score of 4 in the correct answer in a test and reach a score of 39 of correct answers in the test.

Based on the findings from the questionnaire related to the students' perception toward the Structure and Written Expression test, it shows that 118 regular students and 136 non-regular have similar and different opinions toward the Structure and Written Expression section. The similarities show that: 1) Most students agree that Structure and Written Expression is one of the most difficult tests in the TOEFL; 2) most students agree that there are many questions in the Structure and Written Expression section; 3) most students agree that the time duration in doing the test is very limited to only 25 minutes for 40 questions; 4) most students agree that learning/studying English grammar is important in doing the Structure and Written Expression test; 5) most students agree that grammar is difficult to learn; 6) most students agree that Structure and Written Expression contain complex sentences; 7) students agree that there are many unfamiliar words exist in the Structure and Written Expression test; 8) most students studied the material before doing the test; 9) most students did not do the exercise before the test; 10) most students were easily distracted by their surroundings when doing the test; 11) most students were easy to lose concentration when doing the test; 12) most students tend to choose an easy question first than difficult questions; 13) most students tend to choose short questions first; and 14) most students tend to

interpret each word in a test. Conversely, dealing with the differences, most regular students did the exercise before the test, while most non-regular did not do the exercise before the test.

The findings confirm the previous studies investigating the problems and difficulties of Structure and Written Expression, such as Hajri et al. (2018) who analyzed the difficulties of the students in referring to TOEFL's structure and written expressions and to find the causes of the errors of the students, and Thiel (2019) who examined which skills on the TOEFL were challenging for students. Next, it is also related to the study by Kholidi (2018), who found the skill of the students in TOEFL's SWE section and the kinds of SWE section products that caused the problems, and Muhajir (2018) who explored the difficulties experienced by learners tested in PBT in mastering structure and written language. Then, it also supports the study by Handayani (2019) who studied the difficulties of nursing students in the section of the form and written expressions in the Paper-Based TOEFL, and Hadi (2020) who examined the difficulties of students in Structure and Written Language on Paper-Based TOEFL.

Besides the grammar aspect, other factors influence the difficulty of doing the SWE section, such as the internal and external influences of non-English students leading to the difficulties (Kholidi, 2018). The problems emerge from the internal variables such as the students' low degree of grammar use and their lack of grammar educational context. While the problems emerge from external factors, such as the time allocated is not appropriate for them, and their view of this section that TOEFL is more challenging than other sections. The problems also include poor knowledge of grammar, less concentration, lack of practice, and restricted vocabulary (Tilana et al., 2019). The other statements also indicate that the challenges of students arise from the comprehension of participants, participants' issues, and lack of time for rehearsal. Some efforts done by the students to solve the problems were by applying appropriate rehearsal time and fostering comprehension of form and written language (Gina, 2019).

The SWE section of the TOEFL requires ability to use proper and correct structure or grammar. To have good SWE skills, a person must have sufficient knowledge of reading and listening activities. Besides, other factors can also affect students' ability to do the SWE TOEFL section, including 1) the physical condition of someone who is doing the TOEFL test, in other words, if his/her physical condition is not healthy, then someone's concentration will be disturbed when carrying out the TOEFL test; 2) Motivation is the next factor which can produce additional energy in individuals, marked by the emergence of affective (feelings) and reactions to achieve goals; 3) Environmental factors, which can consist of family environment, school environment, and community environment; 4) Technical factors, namely things that are directly related to the implementation of the test; and lastly, 5) time, which is used by individuals in analyzing and planning the strategy to increase the benefits and efficiency of doing the TOEFL test.

## **CONCLUSION**

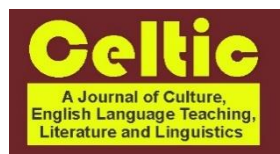
The Structure and Written Expressions (SWE) of TOEFL consists of two sections, the sentence structure and the written expression, covering 40 questions of 15 structural questions (number 1 to 15) and 25 written expression questions

(number 16 to 40). It takes 25 minutes for those 40 questions to be answered. Many students state that the SWE is the hardest part of doing the TOEFL test. The structure and written expression section of the test requires intensive, planned, and gradual practices. Finally, further research is needed to find methods, techniques, and teaching materials that could speed up the mastery of the Structure and Written Expressions section of the TOEFL test.

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## INCORPORATING HIGHER-ORDER THINKING SKILLS IN ENGLISH LESSON PLANS FOR SENIOR HIGH SCHOOL

Rosevinda Nabila Putri\*, Siti Drivoka Sulistyningrum

Universitas Negeri Jakarta, Indonesia

### ABSTRACT

Since high order thinking skill is the most significant skills in the twenty-first century, there has been a lot of interest in it nowadays. Incorporating HOTS in the educational field, particularly in assessment, has been broadly employed. However, there is a lack of lesson plans that incorporates high-order thinking skills. This current study aims to explore the higher order thinking skills in lesson plans, particularly English, at Senior High School in Indonesia. This research employs a content analysis approach. A systematic content descriptive text methodology was used to analyse the data, which was based on Anderson and Krathwohl's Taxonomy's cognitive levels. The data source of this study are 5 English lesson plans at two Senior High Schools in Jakarta. The result of the study indicates that HOTS levels C4, C5, and C6 are found in lesson plans, learning objectives, and learning activities. The result also reveals that the lesson plan needs further revisions to meet the HOTS standards that have been incorporated into the curriculum and national education strategy.

**Keywords:** *21st-century skill; English lesson plan; Higher-Order Thinking Skills; Senior High School*

### ABSTRAK

Keterampilan berpikir tingkat tinggi adalah salah satu keterampilan penting di abad kedua puluh satu saat ini. Memasukkan HOTS di bidang pendidikan, khususnya dalam penilaian, telah digunakan secara luas. Namun, ada kekurangan rencana pelajaran yang menggabungkan keterampilan berpikir tingkat tinggi. Penelitian ini bertujuan untuk mengeksplorasi kemampuan berpikir tingkat tinggi dalam RPP pengajaran bahasa Inggris di Sekolah Menengah Atas di Indonesia. Penelitian ini menggunakan pendekatan analisis isi. Metodologi teks deskriptif isi yang sistematis digunakan untuk menganalisis data, yang didasarkan pada tingkat kognitif Taksonomi Anderson dan Krathwohl. Sumber data penelitian ini adalah 5 RPP di SMA Negeri di Jakarta. Hasil penelitian menunjukkan bahwa HOTS level C4, C5 dan C6 terdapat dalam RPP, tujuan pembelajaran dan kegiatan pembelajaran. Hasil penelitian juga mengungkapkan bahwa RPP perlu direvisi lebih lanjut untuk memenuhi standar HOTS yang telah dimasukkan ke dalam kurikulum dan strategi pendidikan nasional.

**Kata Kunci:** *Kemampuan berpikir tingkat tinggi; Keterampilan abad 21; RPP Bahasa Inggris; Sekolah Menengah Atas*

### INTRODUCTION

Recently, Higher-Order Thinking Skills (HOTS) has been considered as an essential skill in the 21st-century education (Ilham et al., 2020). Besides, HOTS is required to tackle the twenty-first century's challenges (Ganapathy & Kaur, 2014; Tan & Halili, 2015). Tan and Halili (2015) believe that HOTS is significant for global economic growth, ICT development, knowledge-based economies, and a fast-paced

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\*Correspondence:  
rosevindan@gmail.com

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environment. As a result, HOTS is one of the 21st-century skills that must be acquired by students to help them cope with the challenges in the era, such as global economic expansion, rapid technological advancement, and a fast-paced world.

Teaching HOTS has been increasingly significant in education around the world in recent decades (Mainali, 2013; Putra & Abdullah, 2019). A study by Ganapathy et al. (2017) aims to promote HOTS for ESL lecturers of Malaysia by teaching practices. Furthermore, Nguyễn and Nguyễn (2017) investigate the effect of instruction of HOTS on student's motivation of learning in Vietnam. HOTS was discovered to have a positive impact on students' learning processes, assessment performance, ingenuity, and enthusiasm. Moreover, in Indonesia's national curriculum, teachers are required to apply HOTS during the teaching process. As stated by Tyas et al. (2019), the incorporation of HOTS into the teaching-learning process is required by the national curriculum. According to the Indonesian Ministry of Education and Culture's 2013 curriculum, HOTS must be taught in every subject, including English. Besides, Abkary and Purnawarman (2020) argue that the key feature of the 2013 curriculum is that it encourages teachers to successfully create HOTS in the process of teaching and learning. Therefore, teachers have been urged to employ HOTS during the learning process since the development of the curriculum in 2013 that promotes HOTS.

Unfortunately, the implementation of HOTS in schools in Indonesia has not been implemented appropriately. As mentioned by Ahmad (2018) and Warmadewi et al. (2019), the implementation of HOTS in Indonesia did not work properly as planned. They argue that many educators still do not grasp HOTS and have not applied it yet. This is because the instructors exclusively conveyed theories during the course without providing examples or practices of HOTS learning implementation. It can be seen in the way that learning is implemented, which is still dominated by a teacher-centred approach. Moreover, Kusuma et al. (2017) state that the majority of Indonesian students still have limited cognitive skills (knowing, applying, reasoning), which is seen in PISA 2019.

Many investigations are being carried out to see how HOTS may be incorporated into the assessment. In Malaysia, Singh and Shaari (2019) did research to identify HOTS elements in a reading comprehension test. Furthermore, Ilham et al. (2020) propose classifying HOTS items that fulfill the ENE 2019 indications, as well as the particular aspect of cognitive categories and the cognitive process skills aspect. Additionally, Putra and Abdullah (2019) investigate how HOTS-based questions are used in the English National Examination, as well as which skills are included in the HOTS category. Shafeei et al. (2018) also looked into the types of questions asked by English as a second language teachers. To further show the incorporation of HOTS into the English subject lesson plans, further discussion about HOTS is presented below.

### ***Higher-Order Thinking Skills (HOTS)***

Higher-Order Thinking Skill (HOTS) is essential in the twenty-first century learning because it requires a high level of critical thinking ability needed to deal with global challenges. Higher-order thinking skills is divided into three areas (Brookhart, 2010): transmission, critical thinking, and problem-solving. "Higher-order" thinking skills, according to Brookhart (2010), allow a person to comprehend

and apply experience and information, communicate complicated thoughts, make judgments, analyse and update insufficient structures, and solve issues. Crawford and Brown (2002) classified HOTS into three categories of thinking: content, critical, and creative thinking (as cited in Djami & Kuswando, 2020). Thus, HOTS can be categorized as the ability to think critically, logically, reflectively, and creatively.

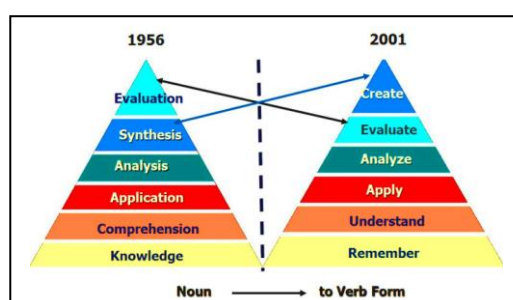
Ilham et al. (2020) defined HOTS as an occurrence in which a person receives new information, and it is stored in their memory, and then connects the information to find viable solutions to any existing problems. According to Wenglinsky (2002), higher-order thinking, known as "critical" or "strategic" thinking, is defined as the ability to solve problems, examine arguments, negotiate problems, or make predictions using information. HOTS is thought to encourage students to think critically in the classroom through active learning (Shafeei et al., 2018). Therefore, HOTS is a thinking skill that necessitates not just the capability to remember, but also the ability to think creatively, critically, and rationally to solve a problem.

HOTS-based learning was thought to be a good method to help students build relevant skills for 21st-century learning. According to the Australian Council for Educational Research (ACER) (2015), higher-order thinking skills include evaluating, reflecting, disputing, applying diverse concepts, arranging, and producing. Critical thinking, creativity, problem-solving, reasoning and decision-making are all covered (Pratiwi & Mustadi, 2021). Besides, HOTS is the skill to use logical processes to obtain a solution (Tyas et al., 2019). Allowing learners to think divergently is one of HOTS' learning qualities. It entails a number of options, alternative responses, and various thoughts.

### ***Anderson and Krathwohl's Taxonomy***

The most frequently used categorization system for measuring cognitive ability is Bloom's Taxonomy (Singh & Shaari, 2019). Bloom's Taxonomy is a system for categorizing cognitive reasoning skills, which vary from simple to complex, concrete to abstract. It is divided into three sections: cognitive, affective, and psychomotor domains. Among the other domains, the cognitive domain is believed to be the most significant. Cognitive domains are divided into six stages: knowledge, comprehension, application, analysis, synthesis, and evaluation.

Bloom's Taxonomy was revised by Anderson and Krathwohl. The main distinction between Bloom's taxonomy's old and new versions is that: (1) The version by Anderson and Krathwohl has two dimensions: knowledge and cognitive dimension. Meanwhile, the previous one has three dimensions; (2) Anderson changed Bloom's categories from nouns to verbs, altering the original terminology; (3) Anderson also rearranged the synthesis order, putting it at the top of the triangle under the name Create. The revised Bloom's taxonomy of Anderson and Krathwohl (2001) became: remember, understand, apply, analyse, evaluate, and create.



**Figure 1.** Anderson and Krathwohl's Taxonomy

Anderson and Krathwohl's taxonomy (2001) divides these cognitive levels into two; Lower-order thinking (LOT) is at the level of remembering (C1), understanding (C2), and applying (C3), while Higher-order thinking (HOT) is at the level of analysing (C4), evaluating (C5), and creating (C6). Anderson and Krathwohl (2001) explain the three highest levels of cognitive process dimensions, which include analysing, evaluating, and creating.

First, deconstructing a substance into its constituent elements and discovering how pieces are connected and a larger structure is what analysis implies. Differentiating, arranging, and assigning are examples of cognitive tasks at this level. Second, making decisions based on a set of criteria and standards is what evaluating implies. Quality, effectiveness, efficiency, and consistency are the most commonly utilized criteria. The cognitive processes of checking (internal consistency judgments) and critiquing are included under the category evaluate (judgments based on external criteria). Third, assembling components into a logical or functional whole is what creating entails. To fulfill the Create criteria, students must mentally arrange certain pieces or components into a pattern or structure that was not previously apparent. As a result, the creative process can be thought of as starting with a divergent phase, in which the learner analyses a variety of options while seeking to comprehend the assignment (generating). The learners then move on to a convergent phase, when they build a solution strategy and turn it into a plan of action (planning). Finally, once the learners have produced solutions, the plan is carried out (producing).

Table 1 illustrates higher-order thinking skills dimensions by Anderson and Krathwohl's taxonomy which covers categories of higher-order thinking and keywords of each category.

**Table 1.** Category and keyword of Anderson and Krathwohl's taxonomy

Category	Keywords (Verbs)
Analyzing (C4)	Examining, comparing, contrasting, distinguishing, doing discrimination, separating, test, doing an experiment, asking
Evaluating (C5)	Giving argumentation, defending, stating, commenting, choosing, giving support, giving assessment, doing an evaluation
Creating (C6)	Assemble, change, build, create, compose design, establish, formulate, write.

### ***HOTS in English Teaching Lesson Plan***

There are numerous components to the teaching and learning process. The syllabuses, lesson plans, and textbooks frequently utilized by language teachers are

among the most important components for most EFL/ESL classrooms and programs. Nesari and Heidari (2014) believe that a lesson plan is one of the most fundamental aspects of the educational process. According to Milkova (2012), the instructor's lesson plan is a roadmap for what learners know and how they should study it in class. Ratnawati (2017) describe a lesson plan as a written process of activities in the process of teaching and learning. Nesari and Heidari (2014) state a lesson plan is a written description of an educational process that outlines what, when, where, and how students should learn as well as how they should be tested. Besides, a lesson plan is a planning document that outlines the fundamentals of competency based on the syllabus's subject standards (Depdiknas, 2008). In a summary, a lesson plan is a teacher's toolkit for conducting the teaching-learning process as a guideline that refers to a basic competence in one set of topics in order to meet students' learning objectives.

There are several components that must be considered in making lesson plans, such as basic competencies, learning objectives, learning activities, assessment, etc. The Ministry of Education and Culture (2019) states that the core components of lesson plans are learning objectives, learning scenario, and assessment. In addition, other components are considered as supporting components. Lesson plans can be chosen, created, used, and developed by teachers at their discretion. Under new regulations, the Ministry of Education and Culture states that the lesson plan should be one page long. The goal is for the lesson plans to be created effectively and efficiently so that teachers have enough time to prepare and evaluate the learning process.

With regards to the integration of HOTS in lesson plans, many research have confirmed the application of HOTS in teaching and learning process; however, very few has been done on the lesson plan, particularly the English teaching lesson plan, which serves as the foundation for learning. Fatimah et al. (2020) conducted a study to analyse the incorporation of HOTS in syllabuses and lesson plans of subject Fikih. The finding showed that no HOTS elements were found in the lesson plans, in the indicators, the learning process, and assessment. Furthermore, PPG UNESA studied HOTS content in indicators, teaching scenarios, and students' worksheets in English lesson plans by Yuardini and Chakim (2019). The findings revealed that the HOTS included in the lesson plan are a result of basic competency in the creation stage. Besides, Warmadewi et al. (2019) looked at the implementation of HOTS at senior high schools in Banjar in terms of lesson plans and assessments. It was discovered that while HOTS was not expressly stated throughout the lesson plan and evaluation, it was mentioned in many areas. Another study by Sulistyaningrum and Putri (2021) explores ways of thinking as well as HOTS in learning activities in lesson plans. The results revealed that the ways of thinking and HOTS were not properly integrated with learning activities throughout the entire lesson plans. In brief, that research revealed that mostly higher-order thinking has been stated explicitly in document of lesson plans in some subjects: Fikih and English, and assessment. However, the proportion of HOTS has not been wholly distributed.

Those previous studies investigated HOTS-based in non-English lesson plans, meanwhile the current study focuses on English teaching lesson plan. Besides, the aforementioned studies by Yuardini and Chakim (2019) and Warmadewi et al. (2019) focus on analysing the lesson plans in one institution, and they also analyse

the old version of lesson plans; while this study investigates one page long English teaching lesson plan at two private schools. Additionally, the study conducted by Sulistyningrum and Putri (2021) examined the incorporation of HOTS in lesson plans as well ways of thinking; whereas this study only focus on HOTS excluding ways of thinking. Thus, this study aims to explore the high order thinking skills in English lesson plan at two private senior high schools in Jakarta.

Considering HOTS as one of the crucial aspects in the 21st century, this study thus is necessary. It is significant since HOTS are required to be used in every learning activity in Indonesia. This is in accordance with the Ministry of Education and 2013 curriculum. Moreover, the primary reason that researchers chose lesson plans for this study is that they serve as a guide for practical learning. According to Ratnawati (2017), a lesson plan is a documented list of actions that take place throughout the teaching and learning process. Eventually, the result of the study is expected to be beneficial for English teachers to improve the application of HOTS in the teaching and learning process.

To be more specific, this research intends to explore the extent of higher-order thinking skills in the existing lesson plans at Senior High School. As a result, the following research questions were developed for this study:

1. To what extent are higher-order thinking skills included in the existing lesson plan at 11th grade of senior high school?
2. Which lesson plan's components are incorporated with HOTS?

## **METHOD**

This study used the content analysis approach, which is defined as a research method for identifying certain elements of textual or visual resources. Content analysis is also known as document analysis and may be used to analyse a wide range of documents, including, textbooks, lesson plans, syllabus, etc.

Data was gathered for a specific purpose by choosing two private schools in Jakarta. The reason why the researchers choose those schools is because they were given the authorization to acquire data sources and were given the opportunity to do so. Five 11th grade English teaching lesson plans from two in-service instructors at two different senior high schools in Jakarta were used as data sources. Three one-page lesson plans were given by SMA A. In addition, two one-page long lesson plans were also given by SMA B. The data comprises keywords (verbs) that represent higher-order thinking skills which are included in the core components of a lesson plan.

The data were analyzed using Anderson and Krathwohl's taxonomy descriptors. Firstly, the researchers reviewed and selected the lesson plan's components that contain verbs found in descriptions. Secondly, the researchers standardize the verbs and descriptions used to define higher-order thinking skills. Thirdly, the verbs are assessed according to descriptors of higher-order thinking skills they belong to. Fourthly, the information was presented in a table format. Fifthly, the data were described in more detail in the form of a description. Lastly, expert pedagogical judgments are used to verify and evaluate the findings. Since this study was limited to only two private schools, the findings cannot be generalized to SMA in Jakarta.

## FINDINGS

## The Incorporation of Higher-Order Thinking Skills in Existing Lesson Plans

The analysis findings were obtained from the current lesson plans after creating and descriptively evaluating the data at 11th-grade senior high school. Table 2 illustrates five lesson plans which are analyzed, coded as LP 1 to LP 5. The table shows components of the lesson plan, including learning objectives, learning scenario and assessment, as well as the category of HOTS.

Table 2. Analysis of HOTS in Lesson Plans

Lesson Plans (LP)	Components of Lesson Plan			Category of HOTS
	Learning Objectives	Learning Scenario	Assessment	
LP 1	<b>Compose</b> transactional, oral, and written interaction texts that involve the act of giving and asking information related to opinions and thoughts, taking into account the function	Discuss in groups to <b>determine</b> social functions, text structure, and linguistic elements to give and ask for opinions and thoughts (I think, I suppose, in my opinion)	-	Create Analyze
LP 2	<b>Compose</b> transactional, oral, and written interaction texts that involve the act of giving and asking information related to opinions and thoughts, taking into account the function	<b>Create</b> situational dialogue by applying giving and asking for opinions and thoughts (I think, I suppose, in my opinion)	-	Create Create
LP 3	<b>Compose</b> transactional, oral, and written interaction texts that involve the act of giving and asking information related to opinions and thoughts, taking into account the function	In groups, students display a phenomenal video about events that occur in the community and <b>comment</b> on 50-100 words in which it involves giving and asking for opinions and thoughts (I think, I suppose, in my opinion) using Quipper School or Google Classroom.	-	Create Evaluate
LP 4	<b>Compose</b> social functions, text structures, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related to suggestions and offers, according to the context of their use	<b>Comparing</b> suggestions and offers expressions from shared video links.	-	Create Analyze

Lesson Plans (LP)	Components of Lesson Plan			Category of HOTS
	Learning Objectives	Learning Scenario	Assessment	
LP 5	<b>Compose</b> social functions, text structures, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related to suggestions and offers, according to the context of their use	<b>Responding</b> to the results of group presentations regarding the differences in each suggestion and offering expression  <b>Create</b> a suggestion and offer dialog in pairs.	-	Create Evaluate Create

Table 2 shows that all of the lesson plans are partly incorporated HOTS. The HOTS levels found in each lesson plan have many variations, ranging from C4 to C6. The most commonly seen level is C6, which is located on the create stage. Level C6 is included in the learning objective and learning scenario sections. Level C4 and C5 on the other hand, are only seen in the context of a learning scenario.

Activities from HOTS level C4 where students are in the analyze phase were discovered in lesson plans 1 and 4. Using the verb "distinguish," students are expected to discuss in groups and determine social functions, text structure, and linguistic aspects to give and ask for opinions. Meanwhile, in lesson plan 4, students were required to compare the various expressions used in the video provided by the teacher to give suggestions and offers. "Comparing" is the HOTS verb in lesson plan 4.

Furthermore, HOTS level C5, which means the ability to evaluate at the evaluation stage, is included in lesson plans 3 and 5. Students are required to react to a phenomenal video about events on community activities in lesson plan number 3. The comments should be between 50 and 100 words long and include both offering and asking for opinions. Moreover, students were asked to respond to the results of other groups' presentations in lesson plan number 5, addressing the contrasts in each suggestion and offering expression.

Lastly, HOTS level C6 is found in lesson plans number 2 and 5. In both lesson plans, students are asked to make dialogues with certain themes that have been determined by the teacher. In lesson plan 2, students are asked to create a dialogue by applying giving and asking opinions expressions. Meanwhile, lesson plan 5 asks students to make a dialogue using the expression of suggestion and offer.

### Component of the Lesson Plans Incorporated with HOTS

The findings of the lesson plan analysis are separated into three categories: learning objectives, learning scenarios, and assessment.

#### Learning Objectives

Table 3 shows the analysis of the HOTS category in the components of the lesson plan, namely learning objectives. It illustrates a number of lesson plans, verbs found in the learning objectives section, and category of HOTS.



Based on Table 3, some objectives are found with HOTS in these lesson plans. Each lesson plan has only one objective that contains HOTS. The HOTS found are HOTS level C6, which is in create stage. There are no HOTS levels C4 and C5 that have been discovered.

**Table 3.** HOTS analysis in learning objectives section

LP	Learning Objectives	Category of HOTS
	Verbs	
LP 1	Compose	Create
LP 2	Compose	Create
LP 3	Compose	Create
LP 4	Compose	Create
LP 5	Compose	Create

### Learning Scenario

Table 4 displays the analysis of the HOTS category in the learning scenario section in the lesson plans. It illustrates a number of lesson plans, verbs found in the learning scenario section, and the category of HOTS.

**Table 4.** HOTS analysis in the learning scenario section

LP	Learning scenario	Category of HOTS
	Verbs	
LP 1	Determine	Analyze
LP 2	Create	Create
LP 3	Comment	Evaluate
LP 4	Comparing	Analyse
LP 5	Responding	Evaluate
	Create	Create

In this section, some of the activities in Table 4 have included HOTS. There is only one exercise that is included in each of the four lesson plans. Meanwhile, in lesson plan number 5, there are two activities that contain HOTS. The HOTS levels identified from the learning activities part of all lesson plans are levels C4, C5 and C6.

HOTS level C4 in the analysis stage is found in lesson plans numbers 1 and 4 with the action verbs *determine* and *comparing*. Furthermore, HOTS level C5 in the evaluate stage is found in lesson plans numbers 3 and 5 with the action verbs *comment* and *responding*. Finally, HOTS level C6 in the creating stage is found in lesson plans no. 2 and 5 with the action verbs *create* and *create*. Therefore, it can be seen that all HOTS classifications, from C4 to C6, are found in the learning activities section.

### Assessment

In Table 2, it can be seen that from all the lesson plans, HOTS are not found in the assessment section. The teacher does not include details of the assessment used. All lesson plans only explained what aspects were assessed, such as attitudes, knowledge, and skills. Each aspect mentions the criteria and how it is assessed.

Therefore, Tables 2, 3, and 4 show that all of the lesson plans had HOTS on specific components, such as learning objectives and learning scenarios. In the meantime, the assessment component found no evidence to support HOTS.

## DISCUSSION

One of the most significant documents used in teaching and learning is the lesson plan. The document, which includes learning objectives, indicators, learning scenarios, assessments, and other information, serve as guidance for teacher in conducting teaching and learning activities. According to Nesari and Heidari (2014), lesson plans can assist teachers in accomplishing the goals and objectives of the teaching and learning process in a proper way. Furthermore, Nesari and Heidari (2014) describe a lesson plan by means of a detailed written explanation of the contents, teaching methodology, time, and location, as well as techniques for evaluating students. However, the Ministry of Education and Culture of Indonesia (2019) categorize three core components in the lesson plan, such as learning objective, learning activities, and assessment. Thus, the component lesson plans that are being examined are those that are part of the core component.

The first component is learning objectives. The learning objective must state what students should learn or be able to accomplish by the conclusion of the learning process. The results of the analysis in the learning objective section found that there was only one HOTS level, namely level C6, in the entire lesson plan. It shows that the incorporation of HOTS in the lesson plan, especially the learning objective section is not balanced because there are no HOTS in C4 and C5 levels. Besides, the findings of the study show each lesson plan only provides one learning objective, which is quite limited. Furthermore, it eliminates attitudes, knowledge, and skills. In addition, learning objectives that appear in every lesson plan are not formed based on basic competence, yet the basic competence 4 is formed as learning objectives. For example, the learning objective in lesson plan number 1-3 is *"Compose transactional, oral and written interaction texts that involve the act of giving and asking information related to opinions and thoughts, taking into account the function"* which is the basic competence 4. It is in contrast to Permendikbud No. 22 of 2016, which sets up learning objectives based on basic competencies and operational verbs such as attitudes, knowledge, and skills that can be observed and measured. Therefore, the teacher should be able to describe the objective of the process of learning in detail.

Moreover, the second component is the teaching scenario. A teaching scenario activity is a sequence of actions conducted by the teacher and students in an educational setting to attain a certain objective. The current study found the right distribution levels of HOTS, namely C4, C5, and C6, in the five lesson plans in the learning scenario section. Level C4 is found in lesson plans No. 1 and 4, level C5 is found in lesson plans No. 3 and 5, and level C6 is found in lesson plans No. 2 and 5. In contrast, the study by Yuardini and Chakim (2019) mostly found HOTS level C6 in the create stage in the learning activities section in the lesson plan. Besides, in the current study, only 1-2 activities that included HOTS were found, while Yuardini's study found 3-5 activities that included HOTS in each lesson plan.

Moreover, based on the results in the learning activities section, it can be seen that HOTS are not fully incorporated into the teaching and learning process because

there is only one to two activities that included HOTS in each lesson plan. As stated by Ahmad (2018), Warmadewi et al. (2019), the application of HOTS in the learning process is not proper. However, this cannot be generalized since further study is needed to evaluate how higher-order thinking skills are applied in classroom. Additionally, teacher efficacy is also significant in adopting HOTS in the classroom. According to Ansori (2019), high self-efficacy among teachers will have a beneficial influence on HOTS implementation in the classroom. Thus, high self-efficacy among teachers will have a positive impact on HOTS implementation in the classroom.

The last component is assessment. This is when the teacher evaluates the lesson's end outcome and how well the learning objectives are achieved. The findings show that there are no HOTS in the assessment section. Since the lesson plan is only one page long, the teacher does not provide the assessment in detail. This section solely outlines aspects the teacher will assess, such as attitudes, knowledge, and skills. In addition, there are ways for teachers to assess, for example, a written test or an oral test. In contrast, Yuardini and Chakim (2019) and Warmadewi et al. (2019) discovered HOTS in the assessment section of their study. This is due to the fact that the lesson plans examined are different. The current study examines the lesson plans developed by the Ministry of Education and Culture in 2019, where the lesson plan is only one page long and the assessment part is not fully described. Meanwhile, the previous study looked at the lesson plan which included a lot of different components, as well as the assessment items that will be utilized.

As the result, HOTS were discovered in all of the lesson plans. However, it is only on specific sections, such as learning objectives and learning scenarios. Meanwhile, HOTS was not found in the assessment part. As mentioned by Warmadewi et al. (2019), HOTS is only found in certain parts of the lesson plan, not the complete content.

## **CONCLUSION**

This study aims to explore the high-order thinking skills in English lesson plans at two private Senior High schools in Jakarta. However, the evidence from this study reveals that HOTS have not been wholly incorporated in the current lesson plans. HOTS was discovered in certain components of the lesson plan, such as learning objectives and learning activities. There were no HOTS found in the assessment section. HOTS levels C4, C5, and C6 are supposed to be used in the learning objectives section. Further, it is intended that teachers will use HOTS more in the learning activities section. There is only one of the five lesson plans which contains two activities connected to HOTS. While the other four just have one HOTS-related activity. Therefore, the incorporation of HOTS in learning activities needs more improvement.

The study into HOTS in English teaching in Indonesia still requires more research. The findings of this study can be used as a starting point for determining the data to which English teachers support the application of HOTS learning based. Exploring the application of HOTS based-learning in the real-world classroom is also critical. It is advised that the lesson plan design be re-aligned to Anderson and Krathwohl's taxonomy framework for further investigation. The modification is

meant to standardize English curricula and provide higher-order thinking skills to senior high school students.

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## THE USE OF UN/MARKED CODE TO SHOW POLITENESS AMONG MULTILINGUAL CUSTOMERS

Putri Nur Hidayah\*

Universitas Negeri Surabaya, Indonesia

### ABSTRACT

The use of un/marked codes in expressing dissatisfaction has become a typical case among Indonesian multilingual customers which show various ways to convey dissatisfaction. This study applies theories of politeness strategy, politeness principles, and three types of complaining responses. These theories are applied to analyse marked and unmarked complaints in Indonesian and English. It attempts to show how customers express their complaints by using specific codes implying im/politeness, finding the underlying reasons by choosing certain codes, and categorizing the complaints based on three types of complaining responses. The data is taken from observation in a Japanese restaurant in form of conversation, both in Indonesian and English. The results show that the unmarked complaints are attempted to get a response and the marked complaints to exclude the waitress. The unmarked and marked complaints apply underlying reasons as assertive and impositive uses, but the politeness principle here is used to decrease the impositive by using interrogative sentences and marked code. The unmarked code is an action of voice response to get a response from the restaurant parties. It also found that the younger multilingual customers tend to use a private response, whereas the adult customers use a voice response.

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\*Correspondence:  
Putri.17020154062@mhs.unesa.ac.  
id

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**Keywords:** *Customer Complaints; Marked Code; Politeness Strategies, Politeness Principles*

### ABSTRAK

Kegunaan kode *marked* dan unmarked dalam mengekspresikan ketidakpuasan telah menjadi kasus khas di antara pelanggan Indonesia multibahasa yang menunjukkan berbagai cara untuk mengutarakan ketidakpuasan. Penelitian ini menggunakan teori strategi kesopanan, prinsip kesopanan, dan tiga tipe perilaku keluhan. Teori-teori digunakan pada keluhan *un/marked* dalam Bahasa Indonesia dan Inggris. Penelitian ini bertujuan untuk menunjukkan bagaimana pelanggan menyampaikan keluhan mereka dengan menggunakan kode tertentu yang menunjukkan kesopanan atau tidak, mencari alasan dasar dengan memilih kode tertentu, dan mengelompokkan keluhan berdasarkan pada tiga tipe perilaku keluhan. Data diambil dari pengamatan di sebuah restoran Jepang dalam bentuk percakapan dalam Bahasa Indonesia dan Bahasa Inggris. Hasil menunjukkan bahwa keluhan *unmarked* bertujuan untuk mendapat tanggapan dan keluhan *marked* yang bertujuan untuk mengeluarkan pelayan dari percakapan. Keluhan *unmarked* dan *marked* menggunakan alasan tertentu sebagai kegunaan yang tidak mengenakan (*impositive*) dan penegasan (*assertive*), tetapi prinsip politeness di sini digunakan untuk mengurangi kemungkinan menyakiti dengan menggunakan kalimat tanya dan kode *marked*. Kode *unmarked* adalah perilaku tanggapan bersuara untuk mendapatkan tanggapan balik dari pihak restoran. Penelitian ini juga menemukan bahwa pelanggan multi

bahasa yang lebih muda cenderung menggunakan tanggapan pribadi, sedangkan pelanggan lebih tua cenderung menggunakan tanggapan bersuara.

**Kata Kunci:** *Keluhan Pelanggan; Kode Marked; Prinsip Kesopanan; Strategi Kesopanan*

## INTRODUCTION

Societies use language to communicate and express their feeling to another individual or group of people (Fromkin et al., 2013). How people communicate is different because people's regional, race, and gestures influence their language use. This case causes varieties of people's codes, such as different dialect, language, gesture, etc. The geographical border causes every country to have a different language. To make people from different countries can communicate with each other, there is English as an international language (Widowati & Kurnianingsih, 2018). In the multilingual Indonesian's case, at least they master two languages, such as Indonesian, Javanese, and English. Therefore, in this world, most people are multilingual who have many variations of language usage that are interesting to be examined.

According to Yan-qiu and Feng-Juan (2015) the markedness is discovered by roman Jakobson and Nikolai Trubetzkoy. Unmarked is a feature that more common and straightforward to use by society. Whereas marked is a feature that refers to specific. The markedness in the code-switching term could be called a marked and unmarked code. This marked code deals with the use of variety that more specific and uncommon among the primary language and vice versa. For instance, code-switching happens in the international seminar, which is attended by people who use diverse varieties. The speaker would give a speech using Indonesian, but the interpreter would interpret it in English. Nevertheless, when the interpreter talks with the speaker, he would switch to Indonesian again. The English that the interpreter uses is called the marked code, and the Indonesian, which just a few listeners understand, is unmarked. Even though the speaker determines the language as an individual, but it conducts for a group that relates to the listener's understanding (Myers-Scotton, 2018). This marked code could be found in many environments, mainly in a public place that includes a restaurant. In the restaurant could be found many multilingual customers who would show the use of their marked code. In some cases, a group of customers would talk about a critique or a private matter in their marked conversation. They mix between Indonesian and English in their conversation, followed by some reasons for mixing code. Their behavior and speech in marked and unmarked conversation would be connected to the politeness theories in this study.

### Politeness Strategy

According to Yule (1996), the definition of politeness is not, mainly because it is influenced by society's view about politeness in their culture. The participants who show politeness would act based on the social principle and norm. Therefore, to analyze politeness, the concept of the participant's face is an essential instrument to define politeness. Face deals with society's views about the person's self-image,

which one desires to be recognized. At the same time, politeness is the act of whether the participant realizes the person's face. It relates to the participant's closeness, and it could be defined as respect for others. The face is divided into three types: face wants, face-threatening act, and face-saving act. Face wants the social self-image of respect for each other. Face threatening act is an utterance that the speaker says is the opposite of an individual's self-image or threatening the receiver. Face saving act is the speaker's utterance that relieves the threat (Mansoor, 2018).

Brown and Levinson (1987) believe that politeness is defined by society and influence by their norms and culture (Tanto, 2018). According to Brown and Levinson (1987), the face-wants are divided into negative face wants, and positive face wants. The speaker's negative face demands not to be interrupted, or he demands his freedom to take action. The speaker's positive face needs other help, connection, closeness, or reply from others (Oktama & Ariatmi, 2019). The face-saving act which used to negative face will show a formality, courtesy, and apology. This case is called negative politeness. In contrast, positive politeness is the face-saving act to face the person's positive face is more informal and friendly. The fundamental reason is that their closeness, and they already familiar with each other.

There are two options whether to say something or say nothing in expressing a request and complaint (Brown & Levinson, 1987). When people chose to say nothing, they use an intended sign. For instance, when a student forgot to bring a book in class rather than request the one beside the student directly, he gives a sign by looking at it countless times in the bag. Say something is divided into two-part off and on record. The off-record is an indirect utterance like a clue for the hearer. For instance, "where I put my book" talking by yourself. Whereas on-record or bald record is a directly asking the needs or the point to the addressee (Yule, 1996).

### **Politeness Principles**

Leech (2014) defines politeness as an action or behavior to respect other people feeling. Leech introduces six politeness principles: tact maxim, generosity maxim, approbation maxim, modesty maxim, agreement maxim, and sympathy maxim.

#### **1. Tact Maxim**

Tact maxim deals with how the speaker's expression can minimize the disadvantages and maximize the advantages to others (Leech, 2014). This strategy implies the impositive to recommend, advise, request, order, and commend. The second function is commissive to offer, vow, and offer.

#### **2. Generosity Maxim**

Generosity maxim is the expression of minimizing the benefit for self and maximizes the cost to self (Leech, 2014). Same as tact maxim, this strategy is used to emphasize the impositive and commissive.

#### **3. Approbation Maxim**

Approbation maxim deals with maximizes the indignity to others and maximizes the praise for others (Watts, 2003). According to Leech this strategy is used to expressive. For instance, to congratulate, praise, thank, apologize,



blame, console, etc. It also has an assertive function to state, complaint, claim, report, boast, etc.

#### 4. Modesty Maxim

Modesty maxim deals with the act that presents minimizing the praising for self and maximizing the insult for self (Watts, 2003). Same as the approbation maxim, this strategy has expressive and assertive functions.

#### 5. Agreement Maxim

Agreement maxim is the action of minimizing the disagreement and maximizing the agreement to others (Lustyantie, 2019). It functioned as assertive, and it aims to state, complain, claim, boast, report, etc.

#### 6. Sympathy Maxim

A sympathy maxim is an action to minimize antipathy and maximize sympathy to others (Lustyantie, 2019). Same as the agreement maxim, this strategy only accepted to show assertive. It aims to state, complain, claim, boast, report, etc.

### **Customer Complaint Behavior**

Complaining is an action to express the dissatisfaction attitude about an object, person, or situation, while the statement is called a complaint. The motive of customers who deliver their complaints are varied. When a customer delivers their disappointment about the service or product, some are intended to get compensation, refund, or liability (Ashraf et al., 2013). Some of the customers deliver their dissatisfaction directly to the manager, but some of them remain silent. This study believes that a positive consumer is a consumer who expresses their dissatisfaction to get compensation. Whereas not all complaints are addressed as personal gain, goals can differ (Tronvoll, 2012). For example, a customer complains very politely, and his purpose is not compensation but criticism and suggestions for the good of the seller. Therefore, the attitude of consumers toward complaining has an underlying purpose when they complain. According to Singh in (Tronvoll, 2012), complaining demeanor is implicated in private response, voice response, and third-party response.

#### 1. Private Response

The private response is the action not directly to state their complaint to the seller. However, the customers warning their relative or deciding not to use the seller service again. This case primarily uses the action of hostile word mouth.

#### 2. Voice Response

Voice response is an act of showing the customer dissatisfaction directly to the seller. This action is purposed to looking for compensation.

#### 3. Third-Party Response

The third-party response is the action to complain using the third party's involvement and take legal action.

With regards to recent research about customer complaint behavior, several studies have been noted in the literature. Masjedi and Paramasivam (2018) investigate politeness in complaint among Iranian speaker of English by using discursive pragmatic. It found that the negative politeness is mostly used to decrease the FTA. The use of politeness principle in complaint among guest in hotel have been

investigated by Karim (2016). He found that the receptionist has applied the cooperative principle and politeness principles, in contrast the guest not necessarily applied the principles. Politeness phenomena in text messages have been examined by Indonesian researcher Tanto (2018), which using a pragmatic approach. He believes that specific politeness strategies are used based on their goal. The study applies the politeness strategy theory by Brown and Levinson (1987), whereas the speech act classification applies Searle's theory. This study shows that negative politeness strategies are used by someone who has more power or dominant. Whereas, when the participant faces someone in the same status or lower, the participant tends to use mix negative and politeness strategy.

The differences between this study from the previous studies emphasize the use of marked and unmarked code to show politeness or impoliteness. The relation of two languages in the complains as the data. Those researches also did not use restaurant customers as the subject in their research. Restaurant customers complains which closely relate to the appliance of politeness strategy. This research examines politeness in complaining uttered by multilingual customers. Therefore, this study tries to reveal the codes used by multilingual customers according to politeness strategy, find the reasons underlying multilingual customers to choose certain codes in conveying criticism, and categorize complains based on three types complaining response.

## **METHOD**

This study attempted to investigate the politeness strategy used by multilingual customers to convey their complaints, the underlying reasons why costumers chose marked code and unmarked code, and find out how an age differentiates their way to utter the complaints. Therefore, the research question brings the use of complaining or critique and comments spoken by the multilingual customer. The utterances spoken in the first language and the second language are needed to investigate the use of un/ marked code. To analyze the politeness principles and strategies, setting, third party, and context are needed. This method also gives a chronological event happened in the field which gives the term in context. Constantly, the qualitative data is chosen to support the purposes of this study.

The qualitative is used because this study needs to enlighten and explain the data rather than numerical data. The qualitative data is supporting the study to describe the situation and expression in social issues. This method makes the researcher focused on the data explanation and connects it with the theory. The advantages to use qualitative method is the flexibility of the data collection which naturally portrays the event (Miles et al., 2014).

The informants of this study are taken from customers who express their dissatisfaction in English and Indonesian when in a restaurant. The Indonesian customers who basically are multilingual choose certain code in utter their dissatisfaction. The informant's utterance could be in Indonesian as a whole, or using code switching, and code mixing. The observation has found 11 informants in 6 data regarding to complains, including marked and unmarked codes.

Constantly, the setting of this study is taken from a Japanese restaurant in a mall located in Surabaya. This restaurant has some multilingual customers, because many multilingual family and customers live nearby. Thus, there is a high chance to observe multilingual customers who utter their lamentation about the restaurant as the compatible informants and setting for this study.

## FINDINGS

The observation has shown 6 data relate to this study. The data are spoken in English and Indonesian, including marked and unmarked code. The unmarked code complains are fully spoken in Indonesian, whereas the unmarked code complains are applied code switching and code mixing in Indonesian and English. The data number 1, 3, and 6 is use English and Indonesian, whereas the others use Indonesian. The chosen data are presented in the table below.

**Table 1.** Table of customer's age, category, and utterances.

No	Age	Category			Utterance	Explanation
		P R	V R	T P R		
1	16-25	√			C1: <i>Tempat ini cantik*</i> . But this place is quite unlike the other. C2: Yup, it's okay. And this table is so small for such a big appetite.  *this place is beautiful	The customers were commenting about the design and furniture of the restaurant in front of the waitress while she was serving the orders. Both of the customers were primarily using English in their speech.
2	36-45		√		C: <i>Gimana sih mbk?! Kalo gini bisa-bisa gak lama bangkrut ini!*</i>  * What the hell?! if it's keep going it will bankrupt soon.	After waiting for the orders for so long, the waitress informed to them that their orders were already sold old. The customer complained directly to the waitress. She raised her voice and showed an angry expression in her face while all the tables in the restaurant were full of customers.
3	16-25	√			C1: Guys look at this! I have to pay Rp. 23.000,- for a plate of french fries. C2: What is it, is this a tax for government or what?	After giving the bill, the customers talked to other customers out loud. Laughing, standing, and showing their dissatisfaction in a rude action as mocking but not directly to the staffs.
4	26-35		√		C: <i>Mbak, ini memang lauknya cuma segini kah? Ini tepung semua lho.</i>  * Miss, is the meat only this much? It's just full of flour.	The customer directly delivered their dissatisfaction to the waitress in bahasa Indonesia.
5	26-35		√		C: <i>Permisi Mbak, ini emang makanannya asin gini ya? Ini asin banget lho.*</i>	The customer called the waitress and uttered his problem to ask about redress.

			*Excuse me, is this food salty like this? This is too salty.	
6	36-45	√	<p>C1: dad, it's running around again.</p> <p>C2: <i>Haduh! Kecoak lagi!</i>*</p> <p>W: <i>Ada kecoa kah pak?</i>**</p> <p>C2: <i>Ini mbak, kecil-kecil segini. Dari tadi banyak yang lewat.</i>***</p> <p>W: <i>Mohon maaf atas ketidaknyamanannya.</i>****</p> <p>C3: <i>iya, tidak apa-apa kok mbk.</i>*****</p>	When the customers were waiting for their orders, they found cockroach in around the table. They uttered the dissatisfaction when the waitress were serving the dish.
			<p>* Ouw! Cockroach!</p> <p>** Is there any cockroach sir?"</p> <p>*** here's, miss. Tiny like this. It has been passing for a while ago.</p> <p>**** I'm so sorry for the inconvenience</p> <p>***** it's fine miss.</p>	

VR: Voice Response

PR: Private Response

TPR: Third Party Response

### The Codes Used by Multilingual Customers According to Politeness Strategy

There are several possibilities in expressing dissatisfaction according to the politeness strategy, whether directly say it or choose to say nothing. According to the data that have been taken, all the data vividly represent the action of say-something strategies, but the use of marked code in some data will become a new consideration in politeness strategy. All the spoken complains either directly and indirectly expressed to the waitress are included on the say something and say nothing. Here the say something action would be divided into off and on record which includes the hearer and speaker's action.

Data number 1, 3, and 6 are considered as off-record action because rather than directly deliver it to the waitress they choose to give a sign to the third party. Datum 6 is vividly depicted the off record action. It shown they give an indirect action to the third party by giving an action and utterance among the customers. It was a family of multilingual customers, the C1 in the data was the daughter, C2 is the father, and C3 is the mother. Their child primarily uses English the whole time and the parents use code-switching in their conversation. When C2 and C3 were talking they used Indonesian and when talking to C1 they switched to English. Before the order had arrived, they talked in English about the cockroach. After the waitress arrived C2 utter "*haduh kecoak lagi*" but not directly to the waitress. This utterance is an indirect reaction of dissatisfaction to get a response from the waitress. The waitress gave a response in form of a interrogative sentence. The C2's statement is an FTA, which makes the waitress made an apology. Whereas the C3 gave an FSA to reduce the FTA, she lowered her voice and make a humble smile.

In data 1 and 3, these cases could be called as say nothing and say something off record action depend on their intention. The marked code they used is a barrier

that they build to the waitress, whether they intend to get a reply from the waitress or not. In datum 1 they said, "This is a small table for a big appetite" this could be an off-record because it could be a sign for demand to unite two tables. But it also portrays the action of saying nothing because they use English to exclude the waitress. The case of datum 3 could be called as off record because the waitress could be aware of their dissatisfaction in their marked code. The basis of this theory is to get a response from the hearer, but the use of marked code, in this case, is to exclude the waitress. The code-mixing in datum 1 is an action to reduce the FTA, in other words they considered the third party's feeling. Hence she did not feel offended, whereas in datum 3 the code-switching is used to freely mock the restaurant.

Data number 2, 4, and 5 are included in the on-record action, they directly called the waitress. The entire data show their FTA to the waitress they demand redress or express their anger. The data number 4 and 5 have shown the action of lessening the FTA by using question form and use negative politeness (formality), whereas in datum 2 the customer did not lessen the FTA and express her dissatisfaction by insulting the restaurant.

### **The Reasons Underlying Multilingual Customers to Choose Certain Codes in Conveying Criticism**

Among six maxims of politeness principles by Leech (2014), the data only indicate four maxims; approbation maxim, tact maxim, generosity maxim, and sympathy maxim. Data numbers 1 and 3 which use marked code indicate the approbation maxim. Data 1 has shown the code-mixing between praising in Indonesian and critic in English. This action is shown as a reason for the use of marked code as an action of approbation maxim, decreasing the indignity to the restaurant and increasing the praising for others (Watts, 2003). Customer in datum 1 chooses a certain code after considering the third party's feeling. While data 3 indicates the same reason as number 1, but data number 3 does not show the same politeness as number 1, because they did not give any praising and they critic the tax as a mockery to the restaurant. Their action did not consider the third party's feeling, the marked code was used to give freedom to mock. Unconsciously, the marked code is a barrier to hide their action followed by the assumption that the party did not understand the meaning of the conversation.

The second maxim is an action against generosity maxims which is depicted in data numbers 4 and 5. The generosity maxim is an action to decrease the benefit for self and increase the cost for self. The action in data 4 and 6 are purposed to look for a redress of their dish despite the result. In datum 4, the customer did not vividly ask for redress but began by asking questions or confirmation with the dish quality. Considering how they did not state for demanding redress or any compensation. It portrays the politeness in their action, which give the third party the freedom to take action. Though they against the maxims it does not include impoliteness because they complained politely and tried to not offend the waitress.

Data number 6 has been depicted as an action of tact maxim. Data number six has shown the action to advise to minimize the disadvantage and maximize the advantage to others, whereas in datum 6, the condition did not show the possibility

for seeking redress. These cases are purposed to relieve the dissatisfaction feeling. Their reasons neither seeking for redress nor blame, but giving report as polite as possible.

The last maxim that has been founded in the data is an action against sympathy maxim which is depicted in datum 2. The sympathy maxims are an action to emphasize sympathy and increase antipathy to others. Datum 2 is an action of out of anger when the customer was raising her voice and insulting the restaurant. The customer utters the words as an action to relieve the dissatisfaction. Basically, this case is the most dissatisfying service. Because they already wait for long enough and inform that what they had ordered was sold out. Therefore, this action is against the sympathy maxims, her action is not purposed to look for redress but express her dissatisfaction by insult and raise her voice.

### **Complaints Categorized Based on Three Types of Complaining Responses**

According to the data number 1 and 3, both of the cases uses the marked code in their conversation. The code-mixing in the data 1 case is included in the private response. The fact that they uttered their dissatisfaction in front of the waitress should be called a voice response, but the use of marked code in their conversation to exclude the waitress make the complaint included in the private response. While in data 3 the marked code in the form of code-switching is included on the private response even though they uttered so loud. But the dissatisfaction is included in the private response because they use marked code and it was indirectly delivered to the waitress but in form of conversation among customers.

The data are taken from elderly in the range age of 26-35 and 36-45 years old have shown that they tend to vividly show their dissatisfaction through voice response. It is shown by data numbers 2, 4, 5, and 6 which use the first language directly to the waitress. Data number 6 has shown that the multilingual customers who talk in English among themselves, but switch to Indonesian when uttering their complaints as a voice response. Constantly, the youngster multilingual customers tend to use private response when face a dissatisfaction. The young customers use private response trough applies marked code to exclude the third party to understand their dissatisfaction utterances, while adult customers have a high tendency to apply the voice response. They directly complaint to the waitress about the dissatisfaction, to get a redress or give a critic and advice for the service.

## **DISCUSSION**

The markedness in the code switching or code mixing called as marked code and unmarked code (Yan-qiu & Feng-juan, 2015). The unmarked code in this data refer to Indonesian as the first language used in complaints data, and the marked code refer to English as foreign language that more specific used in the complaints for certain reasons. According to Tanto (2018), the action of negative politeness is an action to lessen the FTA to the hearer. The findings indicate that the unmarked complaint shows an action to lessen the imposition to the hearer by asking as negative politeness. In order to avoid the FTA when the customers complaint to get redress, they tend to use indirect strategy by using interrogative sentences which belief could lessen the imposition (Nugroho, 2019). The marked complaint included

as an action to avoid the FTA to the waitress, but the differences are in the purpose. The unmarked complaints purpose to get a response or redress, in contrast, the marked complaint purposed to exclude the third party (Mabule, 2015). This study has shown that unmarked complaints have a higher FTA tendency rather than marked complaints. The customer who use unmarked complaints in data 4 and 5 tend to use indirect accusation to lessen the FTA by asking question (Masjedi & Paramasivam, 2018). Due to English as a foreign language if the waitress did not fluent in English, thus the FTA does not deliver to the waitress. In this study, the unmarked FTA is an action to mock the waitress directly, whereas the marked FTA gives the speaker the freedom to mock the third party which decreases the tendency of the third party to understand. Thus the marked FTA more likely polite than the unmarked FTA because the unmarked complaint has high tendency the hearer to understand.

There are several findings relate to the politeness principles, the data have shown either obey and violate the politeness principles. The marked code private response complaints depict the approbation maxim as an action of complaint and insulting. The second is against the generosity maxim as an act of seeking redress for the self-benefit. Tact maxim is defined as an action to minimize the restaurant's disadvantage by giving a polite critic for restaurant's improvement. The last is against the sympathy maxim, which indicates the action of insulting the restaurant because of anger, the impoliteness shown by the customer is influence by the emotion or psychological aspect relate to the fact that the customer felt huge disappointment with the service (Eshreteh & Badran, 2020). According to Leech's principle, politeness is an action to considering the hearer's feelings (Leech, 2014). In this case, when the customer felt dissatisfied with the restaurant's service, the customer had the right to ask for redress and complain for asking redress is an act of violating the principle. Thus the customer do not necessarily apply the politeness principles (Karim, 2016). But in this case, the politeness emphasizes how they ask as politely as possible when considering the hearer's feeling. The basic reason why the customers use an unmarked code to complain is to directly complain about redress and better service from the restaurant. A marked complaint has shown as an act of considering the hearer's feeling, the marked code indicate an act to show emotion (Myers-Scotton, 1993). Even though complaining, reporting, and claiming is an action that has a higher possibility to impose the hearer, here these principles could lessen the imposition as an action. When the customers who obey the principles more likely to minimize the cost for other than customers who violate them.

The data have indicated that the marked private responses and unmarked voice responses. The voice response is an action to directly complaint to the waiters to ask redress or advice. Nevertheless, there is unmarked voice response in datum 2 which could not be compensated which lead to negative word of mouth. The customer emotional frustration of dissatisfaction service lead them to express the rage with negative word of mouth or boycott (Chinedu et al., 2017). According to Nimako and Mensah (2012), it found that younger customers tend to complaint than older customers, which is shown that customers in range of 26-35 most likely to complaint. The findings of this study according to the three types complaining response have shown that only voice response and private response, whereas the

third-party response have not been found. The unmarked complaints include a voice response, whereas the marked complain are private responses. This study has shown that younger customers (range age 16-25) tend to apply marked private responses, whereas older customers (range age 26-35 and 36-45) tend to use voice responses. It indicates that age have influenced the complaining behavior. It relevant with Kaddour (2019) who discovers that younger people tend to use code switching and code mixing than older speakers.

## CONCLUSION

The multilingual customers who used English as a marked complaint show the intention to make the restaurant parties take no action in their dissatisfaction issues. The marked complaints as private responses used for preventing the third party to understand what they spoke and take no action. Whereas the multilingual customers who purposed to get redress, giving advice, and expressing their dissatisfaction directly to the waitress would use the unmarked voice response or Indonesian. All the unmarked on-record complaints are giving the FTA which has a high tendency to violate the maxims, but the politeness in here is whether the customer considered the hearer's feeling. Such as decrease the FTA by using an interrogative sentence in their complaints, formality, or unmarked code, but not all unmarked complaints are polite because unmarked complaints are aimed to gain the freedom to mocking the third party. The finding has shown that older customers tend to use unmarked voice responses, in contrast, younger customers tend to use the marked private response. Furthermore, the third-party response has not been found in this study because the restaurant field does not show a problematic disadvantage for the customer to take legal action, such as sue and report to the security or any other third parties.

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## STUDENTS' ATTITUDE TOWARDS ENGLISH ONLINE LEARNING THROUGH MOODLE DURING THE COVID-19 PANDEMIC

**Ketut Santi Indriani\***, Ni Made Ayu Widiastuti

Udayana University, Indonesia.

### ABSTRACT

The study is aimed to determine students' attitudes towards online English learning through the LMS Moodle during the Covid-19 and their effect on students' learning achievements. The data source in this study were 112 students of the Faculty of Economics and Business, Udayana University. Data were collected through questionnaire deployment to determine student attitudes towards online English learning through the LMS Moodle. Meanwhile, to determine the effect of students' attitudes to learning achievement, data were collected through observation on Moodle. This study found that students have positive attitudes towards online English learning through the LMS Moodle even though this was the first time they learned English through Moodle. This positive attitudes increased along with their increasing recognition of the Moodle application and their ability to self-manage their learning. It is also found that their positive attitudes towards learning have an impact on improving learning achievements gradually.

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\*Correspondence:  
kt.santi.indriani@unud.ac.id

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### ABSTRAK

Penelitian ini bertujuan untuk mengetahui sikap siswa terhadap pembelajaran bahasa Inggris secara daring melalui LMS Moodle selama Covid-19 dan pengaruhnya terhadap prestasi belajar siswa. Sumber data dalam penelitian ini adalah 112 mahasiswa Fakultas Ekonomi dan Bisnis Universitas Udayana. Data dikumpulkan melalui penyebaran angket untuk mengetahui sikap siswa terhadap pembelajaran bahasa Inggris secara daring melalui LMS Moodle. Sedangkan untuk mengetahui pengaruh sikap siswa terhadap prestasi belajar, data dikumpulkan melalui observasi pada Moodle. Hasil dari penelitian ini menunjukkan bahwa siswa memiliki sikap positif terhadap pembelajaran bahasa Inggris secara daring melalui LMS Moodle meskipun ini adalah pertama kalinya mereka belajar bahasa Inggris melalui Moodle. Sikap positif ini meningkat seiring dengan meningkatnya pengenalan mereka terhadap aplikasi Moodle dan kemampuan mereka untuk mengatur pembelajaran mereka sendiri. Ditemukan juga bahwa sikap positif mereka terhadap pembelajaran berdampak pada peningkatan prestasi belajar secara bertahap.

**Kata Kunci:** *Capaian Pembelajaran; EFL; Moodle; Pembelajaran Daring; Sikap Siswa*

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## INTRODUCTION

The Covid-19 pandemic requires almost all aspects of life to adapt. This adaptation includes acclimating oneself to a new life order. Community activities, which were usually carried out openly and freely, have now become more limited. All aspects of life undergo significant changes and have a profound impact on people's lives. One of the aspects of life affected by the Covid-19 pandemic is the aspect of education.

Since Covid-19 was declared a pandemic in mid-March 2020, the world of education in Indonesia has undergone drastic changes. The government, particularly through the Minister of Education and Culture, issued a policy so that educational activities were carried out online. All educational institutions, both public and private, are not permitted to carry out conventional teaching and learning activities. This has a very big shocking effect on the world of education, especially for the components involved, especially students and teachers.

Online learning is certainly very different when compared to conventional learning (Rachmah, 2020). Conventional learning does not involve online activities either in face-to-face activities, structured assignments or independent learning activities. Meanwhile, online learning is entirely done online. The use of technology has penetrated various aspects of human activities including in the language learning process. Online learning is computer-based education using the internet network that allows students to study anywhere and anytime. Online learning can use learning materials in various formats, such as videos, slideshows, documents in words and PDF formats. In addition, teacher-students contact can be maintained through video conferencing or discussion forums. Teachers must determine appropriate learning strategies by utilizing technology. Inappropriate teaching strategies cause problems for students to understand the topic (Syafii, 2021). Ahmadi (2019) states that if the use of technology is carried out properly in the language learning process, there are many benefits that can be enjoyed by both teachers and students. The use of technology also provides opportunities for students to learn independently at their own pace without breaking the interaction with the teacher so that an effective learning process can be realized.

Students' attitudes towards learning process can be measured from the learning achievements (Díez-Palomar et al., 2020). Regarding students' attitudes towards online learning, a study conducted by Male et al. (2020) stated that students tend to dislike online learning and want to return to the conventional learning. However, this study does not consider the learning achievements in determining whether online learning is effective since the result derived from students' opinion only from online interview. English courses for students of the Faculty of Economics and Business (FEB), Udayana University was also conducted online during the Covid-19 pandemic. Thus, this research is interesting to be conducted in order to identify students' attitudes toward English online learning method through Moodle during the Covid-19 pandemic, not only based on student's opinions, but also based on learning achievements and students' engagement to the course.

## **Language Learning**

Language learning has a slightly different meaning from language acquisition. Language acquisition takes place naturally, unconsciously and requires a natural source of communication. Individuals who are in the process of acquiring language are not aware of the grammar or syntactic structure of the language they are getting. This language acquisition process occurs without the effort or intention of the individual. Unlike the case with language acquisition, language learning is carried out consciously and accompanied by the individual's efforts to understand the language he is learning (Hussain, 2017).

The language learning process can be in the form of second language learning or foreign language learning. Second language learning is learning a language other than the mother tongue which is used in the environment where students acquire the language. Meanwhile, foreign language learning is language learning that is not used in the environment where students acquire the language (Moeller & Catalano, 2015). Thus, the process of learning English in Indonesia is included in the process of learning a foreign language, considering that English is not used as a daily conversation language in the community.

Kukulska-hulme (2016) states that language learning has undergone considerable changes in societies where the level of use of cellular technology is quite high. In addition, the language learning process has also undergone changes due to new perspectives from learners regarding the best place and time to carry out language learning activities. Such conditions have resulted in the emergence of new trends in the language learning process. Technology makes learners have the freedom to design their own learning experiences because they have freedom of time and place in carrying out the learning process.

In the learning process, there are two approaches that can be implemented, namely the structural approach and the communicative approach. The structural approach is a language learning approach that emphasizes language forms and their meanings. Meanwhile, the communicative approach is a language learning approach that emphasizes understanding language pragmatically. Each approach has its own strengths and weaknesses. Thus, it is necessary to combine the two approaches to complement each other in order to achieve maximum learning objectives (Zhou & Niu, 2015).

## **Learning Management System (LMS) as a tool of online learning**

The preparation that needs to be considered in online learning is the teacher's technical skills supported by proper technical equipment (Ardiyansah, 2021). A platform that can be used in implementing online learning is a Learning Management System (LMS) such as Moodle. This application was created for the benefit of internet-based learning. In the language learning process, such as English, the use of Moodle can provide many benefits. LMS Moodle helps teachers to provide adequate instructions for students, provides innovative learning content and assists students during the learning process (Chou, 2014).

The development of communicative skills in English requires high interaction activities between the teacher and students, students and students, as well as teacher and teacher. The use of Moodle in teaching English strongly supports the student-centered learning approach, provides space and time freedom for students

in the learning process, shortens the administration of the learning process, and saves the costs required in implementing the learning process. LMS is a very user-friendly application with features that make teachers easier to give instructions compared to face to face classrooms. It needs detail preparation for designing courses in LMS, considering that not all students have the same English proficiency. LMS is believed to be able to create a sense of comfort for students in participating the course. Teachers are also satisfied with the ease of teaching and the results of using LMS in courses (Suppasetsee & Dennis, 2010).

One of the features provided in the LMS is a discussion forum. Compared to face-to-face class discussions, students are more confident in expressing their opinions in LMS discussion forums without having to worry about the grammatical mistakes in their utterances or emotionally incriminating criticism from other students. In addition, their ease of accessing the World Wide Web provides additional value to the use of an LMS. What is equally important is that students feel comfortable with the flexibility in accessing courses without having to be present in class (Topacio, 2018).

LMS has advantages and disadvantages. The advantages of using LMS in learning activities is that this platform facilitates student-centered learning methods, facilitates learning activities that can be done anywhere and anytime, simplifies course management and saves costs and time. However, behind the advantages of using the LMS, there are several drawbacks, such as learning activities that depend heavily on the internet connection and there are still many teachers who are not well trained to use it.

### **Students' Attitudes Toward Online Learning**

Involving online activities in learning process optimizes students in learning activities through sharing experiences, discussing and expanding knowledge. Online learning will facilitate students who tend to be passive and those who are not willing to directly contact the teachers for assistance in the learning process (Wong & Fong, 2014). Social psychological science stated that a person's attitudes towards something tend to be more positive through their exposure. Likewise, in the online learning process, students' attitudes tend to be positive towards online learning in the final phase of learning. By completing the online course, they become more familiar with the course, accustomed in using learning tools and have deeper understanding of the subject being learnt (Zhu et al., 2006).

Related to the online learning process, there are several factors that affect student attitudes towards the learning process. Students' perspectives on online learning determine their attitudes. If they think that online learning is the right choice, then they will be positive during the online learning process. Students' skills in the use of technology are another significant factor affecting students' attitudes towards the learning process. The higher the level of students' ability to use technology, the more positive their attitude towards online learning (Peytcheva-Forsyth et al., 2018). Students' attitudes during the implementation of online learning have an impact on student activeness during the learning process (Nurani & Widiati, 2021). Students who are able to control their independent learning tend to make use of various existing facilities during online learning and are more active in discussion forums (Omar et al., 2012).

There are favorable and unfavorable factors for students in online learning. These favorable factors associated with continuous uploaded materials, accessibility and convenience of using tools. Meanwhile, unfavorable factors include the limitations of proper e-devices, internet connection disruption, lack of instruction given by teachers, log in problems, learning financial problems and the inadequacy of the software being used. In addition, the teacher's personality factor is also considered an important role in the online learning process, for example, not all teachers have the willing to use online learning media and not all teachers are always active in providing sources and materials for their students. If the teacher can see these two factors as consideration in the implementation of online learning, then the teachers will be able to design a good online learning by minimizing the unfavorable factors (Valantinaitė & Sederevičiūtė-Pačiauskienė, 2020).

Student's ability in operating computers to access online course is often considered to be one of important factors in online learning. However Ullah et al. (2017) stated that there is no significant relationship between students' interest in computers with the ease of using online learning system for undergraduate level students. The factors that actually drive students having negative attitudes towards online learning are the slow and minimal internet connection as well as the lack of students' knowledge about online learning. In addition, to build students' positive attitudes towards online learning, it is very important for teachers to properly design material based on student needs that can improve students' knowledge, skills and experience of the language being learnt. (Musa Ali & Alajab, 2018).

## **METHOD**

Participants in this study were 112 students of the Faculty of Economics and Business, Udayana University. They were divided into three classes, C4 Management class (37 students), C8 Management class (45 students) and C8 Accounting class (30 students). All participants joined 3-credit online English course during the Covid-19 pandemic. These courses were carried out by using Udayana University's LMS Moodle named OASE. The participants had never used Moodle considering they were in the first semester.

A set of questionnaire was given to be filled by participants. The questionnaire contains students' opinions about online English learning through the LMS Moodle. This study also analyzed the effects of students' attitudes to the learning outcomes in online English learning through the LMS Moodle. The learning outcomes were seen from the assessments results during the learning process.

The questionnaire consisted of a 30-item self-constructed online questionnaire that used the Likert's scale ranging from one to five (5: strongly agree; 4: agree; 3: have no idea; 2: disagree; 1: strongly disagree). In the first part of the questionnaire contains the demographic characteristics of the students, such as gender. The second part contains information about the electronic devices being used, internet access and ease of use of Moodle. The third part concerns on course content in Moodle in terms of materials, instructions, assessment and students' interaction with other students and lecturer. The learning process was carried out for one semester which consisted of 16 meetings. Students were asked to fill the questionnaire after completing the course. Data regarding students' attitudes towards online learning through LMS Moodle were obtained from log of accessing

the courses in Moodle. Data of student learning outcomes to see the effects of students' attitudes towards English online learning through Moodle LMS to learning achievement were obtained by observing each assessment result during the learning process. The results of the assessment were taken from assignments, quizzes, group projects, middle test and final test.

Students' attitudes towards online English learning is described from the results of data analysis obtained through questionnaire deployment and observing student access activities to the online course. Data from questionnaires were analyzed based on the interval scale using a parametric test. To determine students' attitudes towards the online English course, it was carried out by calculating the proportion score of each question by comparing the total number value with the maximum number value with the following interval index (Table 1). Meanwhile, data in the form of students' participation to courses in Moodle were analyzed by calculating the percentage of students' frequency in hitting the course in one week. The scores obtained by students during the learning assessment process were used to determine the effects of students' attitudes towards online English learning to the achievement of learning outcomes. The analysis was carried out by averaging the scores for each assessment. The average scores were further analyzed qualitatively to determine the effects of students' attitudes to the achievement of learning outcomes online through Moodle LMS.

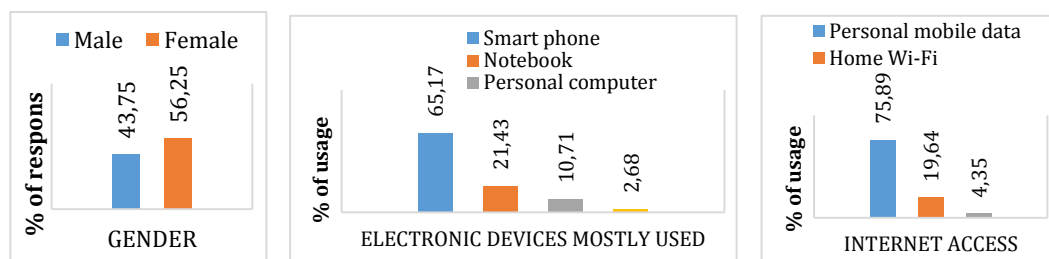
**Table 1.** Percentage Score Formula and Interval Index

% score formula		Interval index	
% index =	$\frac{\text{total numbers}}{\text{maximum number values}}$	0% - 19.99%	: strongly disagree
		20% - 39.99%	: disagree
		40% - 59.99%	: have no idea
		60% - 79.99%	: agree
		80% - 100%	: strongly agree

## FINDINGS

Demographic data shows that more respondents are female, 63 students or 56.25% and 49 students or 43.75% are men. Data on electronic devices being used shows that students mostly used smart phones (65.17%) to access the English course on Moodle, followed by notebooks (21.43%) and personal computers (10.71%). Other devices such as iPad or tab were found to be the least being used (2.68%). Regarding the internet access being used, the data shows that students mostly used personal mobile data (75.89%), followed by home Wi-Fi (19.64%) and others such as office Wi-Fi (4.35%). The three types of data (gender, electronic device mostly used and internet access) can be seen in Figure 1.





**Figure 1.** Students' responses on gender (left), electronic device mostly used (middle) and internet access (right)

Subsequent data were collected using a Likert's scale regarding whether the Moodle LMS is user-friendly or not. The data were obtained from students' responses to the six questions given (Table 2).

**Table 2.** Students' responses on the user-friendliness of the English course Moodle

Questions	1 <sup>st</sup> questionnaire deployment		
	% index	Interval description	index
Easy to find information needed	65.89 %	Agree	
Complete features	61.07 %	Agree	
Features are easy to understand	69.11 %	Agree	
Display is attractive	77.50 %	Agree	
Display is well structured	78.57 %	Agree	
Clear navigation system	69.64 %	Agree	
<b>Average value</b>	<b>70.30 %</b>		

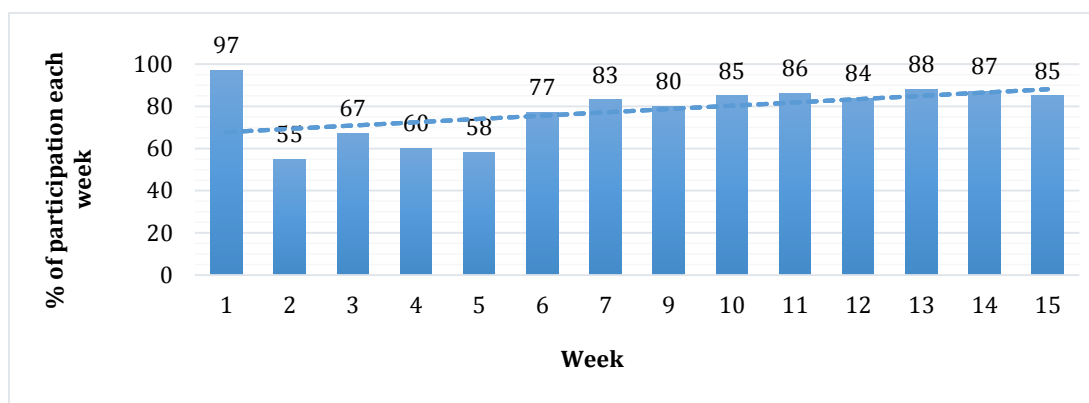
The next data related to Moodle content which includes materials, instructions, assessment and students' interaction with other students and lecturers. The data were obtained from students' responses to the 20 questions given (Table 3).

**Table 3.** Students' responses towards the learning content on the Moodle

Questions	% Index	Interval index description
The learning materials are in accordance with the topic	79.11%	Agree
The provided learning sources are adequate	80.54%	Strongly agree
The provided learning sources are easy to understand	76.79%	Agree
The provided learning sources are varies	69.11%	Agree
Able to choose learning sources based on needs	71.96%	Agree
Learning objectives are easier to understand	75.18%	Agree
<b>Average value toward learning material</b>	<b>75.45%</b>	
The instructions are adequate	71.07%	Agree
The instructions are easy to understand	77.32%	Agree
<b>Average value toward instructions</b>	<b>74.20%</b>	
The assignments are accordance with the topic	75.18%	Agree
The assignment methods are varies	64.82%	Agree
The assignment methods are easy to understand	81.79%	Strongly agree

The scoring method is transparent	71.96%	Agree
There are feedbacks on the assignments given	64.29%	Agree
<b>Average value toward assessments</b>	<b>71.61%</b>	
Interaction with other students is maintained during the course	45.89%	Have no idea
Interaction with lecturer is maintained during the course	48.39%	Have no idea
Easy to ask questions related to the course	46.61%	Have no idea
Fast responses to the questions being asked	54.29%	Have no idea
<b>Average value toward learning interactions</b>	<b>48.79%</b>	
<b>Average value toward Moodle content</b>	<b>66.15%</b>	

The data which is also important to identify students' attitude online English learning through the Moodle LMS is student's participation in accessing the course. This data was obtained from the percentage of students' frequency in hitting the course per week (Figure 2). Data on weeks 8 and 16 were ignored because of the weeks of midterm and final semester exams.



**Figure 2.** Students' participation each week

Students strongly agreed that they became more engaged to online course compared to offline course (83.04%). They also strongly agreed it becomes easier for them to manage their time in learning due to the unlimited course access time (83.75%). This lead to their statement that agreed it was easy for them to control the learning progress (73.57%).

**Table 4.** Students' responses toward engagement to course

Questions	% index	Interval index description
More engaged to the course compared to the offline course	83.04%	Strongly agree
Easy to control learning progress	73.57%	Agree
Unlimited course access time makes it easier to manage time	83.75%	Strongly agree
<b>Average value toward students' engagement in course</b>	<b>80.12%</b>	

To find out the effects of students' attitudes towards online English learning through the LMS Moodle to the achievement of learning outcomes, data were taken from the average scores for each assignment given during the course (Table 5).

**Table 5.** Average scores of each assignment

<b>Assessment</b>	<b>Lowest score</b>	<b>Highest score</b>	<b>Average Score</b>
1st assessment	53.41	78.60	69.43
2nd assessment	57.92	82.11	74.85
3rd assessment	63.20	85.74	75.89
4th assessment	76.05	88.25	80.82
Middle semester test	75.42	90.37	86.83
5th assessment	78.27	88.63	87.66
6th assessment	78.55	90.95	88.77
7th assessment	82.39	91.33	89.21
Final semester test	85.55	93.42	90.12
<b>Average Score for all assignment</b>			<b>82.62</b>

## DISCUSSION

### Students' Attitudes toward the User-friendliness of the English Course in Moodle

A product can be easily accepted by the users if the product has met the value of usage readiness which can be measured from the value of 'easy to use' and 'user friendly' (Yuniarto et al., 2018). If a product is not only useful but also easy to be used, then that product tends to be liked by its users. Likewise, with learning application products such as Moodle. The easier it is to use and the higher the level of user-friendliness of a Moodle, the more positive the students' attitude towards Moodle.

In general, it can be said that students find Moodle LMS easy to use (user-friendly). This can be seen from the average value given for the easy-to use value is 70.30%. This easy-to use value is considered good in several aspects, such as the ease of getting the information needed (65.89%), the ease of understanding the features provided (69.11%) and the clarity of the navigation system (69.64%). Attractiveness and visibility of an e-course are crucial things in the implementation of online learning. An attractive appearance encourages students to engage the course. In addition, a good online course should have a good structure, starting with general information about the course, learning materials and assessment (Rymanova et al., 2015). A fairly high score was given by students for the attractiveness of the display of the English course at the Moodle LMS (77.50%). The display was also considered to be good in structure (78.57%) which made it easier for students to find the features that were given. Conversely, a low score (but still categorized as good) was given to the completeness of the features. In other words, the features are considered complete enough, but still need to be improved.

### Students' Attitudes toward the Content of the English Course in Moodle

The content of a Moodle is very important to note. Some of these important things include clear descriptions of learning objectives, complete learning materials, appropriate assignments and clear instructions in a course (Aikina et al., 2015). However, there is another thing that is also important in a Moodle, it is the opportunity for students to interact with teachers and other students. This opens

the opportunity for them to discuss the learning material deeper. Moodle content analysis for English learning for students of the Faculty of Economics and Business, Udayana University is divided into five main components, those are learning materials, learning instructions, assessment, students' interaction and self-learning control.

Students' achievements will be greater if they know the learning objectives that are supported by sufficient and easy-to understand materials which are in accordance with the topic taught. The data showed students agree with the statement that English learning objectives in the Moodle LMS were easy-to understand (75.18%). Rymanova et al (2015) stated that most students feel benefited by the availability of an abundance of learning materials. The data in this study indicated that students strongly agree with the statement that they had sufficient learning material (80.54%). This is also supported by their statement that they agreed that they could choose learning materials based on their needs. They also agreed that the materials provided were in accordance with the topic being discussed (79.11%). Certainly, this makes it easier for them to understand the topic given. This is also supported by their statement which agreed that the material provided is easy-to understand (76.79%). Although they also agreed that the learning materials provided were vary, their percentage of agreement was relatively low (69%). In general, based on these data, it can be categorized that they assumed the learning materials of English course are generally good.

The essence of determining student success in the learning process is determining appropriate and clear learning instructions (Smith, 2007). Students should get clear instructions for each activity on the Moodle LMS. Especially for first time users of this application, precise and clear instructions are much needed. Precise and specific instructions have an impact on the maximum performance of the task. Specific task instructions direct students to do their assignments better compared to general task instructions (Cerdán & Marín, 2019). The data in this study showed students agreed with the statement that the instructions given in the Moodle LMS were adequate (71.07%) and easy to understand (77.32%). This affects the students' performance on the assignments given. If the instructions given are sufficient and clear, students will easily understand what to do and what the objectives of the assignments are.

To measure the level of students' understanding of the topics being taught, assessments are required. Teachers must use multiple assessments to be able to measure students' abilities in valid, fair and reliable ways. For this reason, teachers must have knowledge of various kinds of assessments that can be used especially for English learners (Elizalde-Utnick & Romero, 2018). Elliot (1995) in Dikli (2003) mentioned several important points that must be considered by teachers in designing an effective assessment, those are (i) choosing an assessment which aligned and connected with the topic being taught, (ii) explaining the scoring system to students for each assignment, (iii) providing a clear standard or model before doing the assignment, (iv) encouraging students to complete their self-assessment and (v) interpreting students' performance appropriately by comparing with other students or using developing standards.

Regarding the alignment of the topics taught with the assessment given, students agreed that the assessments were appropriate (75.18%). In addition,

students also agreed that the scoring system for each assignment was transparent (71.96%). The assignment methods used in the Moodle LMS were quite varied, including multiple choices, true/false, essays, short-answers and many more. Although in general students agreed that the methods of assignment vary, the value given is not too high (64.82%). Likewise, students agreed that the teacher provided feedback on each of their work, but this feedback was still considered insufficient (64.29%). Teacher should deliver sufficient feedback since it becomes the evidence that can be used by students to improve language performance in the learning process (Aisyah & Wicaksono, 2020). However, students strongly agreed that the assignments given were easy for them to understand (81.79%).

Interaction is one of the elements in the learning process. This interaction can occur between student-to-student and student-to-teacher. There are differing opinions regarding the importance of student-to-student and student-to-teacher interactions in online learning. The first opinion says that student-to-student interaction, especially in online learning, is required. Students who join online classes with the desire to get the opportunity to interact with other students tend to show low learning outcomes, and can even leave online classes, if their expectations are not fulfilled (Vroom in Moore et al., 2016). However, another opinion states that student-to-student interaction does not need to be a top priority in the implementation of online learning. Students have different learning needs. There are students who are more concerned with learning content than participating in the classroom community. To facilitate students who expect student-to-student interaction, teachers still have to provide these activities but are voluntary so that students who do not need the interaction are not forced to do it (Moore et al., 2016). The data in this study show that students do not take into account the elements of interaction in the online learning process. This is evident from their statements which show that they do not know whether student-to-student (45.89%) and student-to-teacher (48.39%) interactions are required in the learning process. This shows that they did not really need these interactions in the online learning process. The same responses were given to the statement whether they could ask questions easily (46.61%) during the course and get a quick response to their questions (54.29%). These indicate that students did not really need the chance for asking questions or getting feedback from teacher in the online learning process.

Based on the data above, it can be concluded that students agreed that the content of the English course at the Moodle LMS is good (with an average of 75.45%) with sufficient and clear instructions (with an average of 74.20%). The assignments given in the Moodle LMS were also considered good (with an average of 71.61%). However, the interesting thing is that students did not place too much importance on interactions in the online learning process, either student-to-student or student-to-teacher interactions (with an average of 48.79%). Student opinions on the English course in the Moodle LMS in terms of content, instruction, assignments and interactions can be seen in Figure 3.

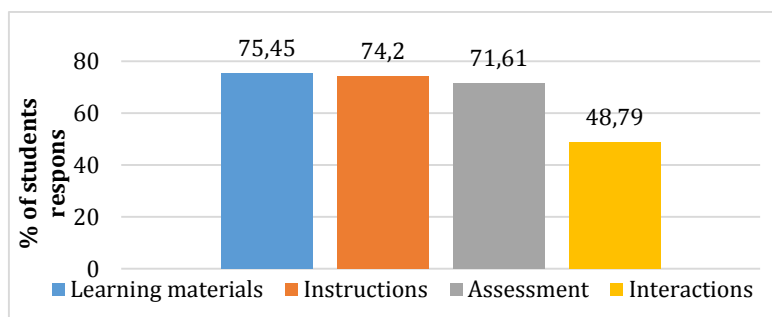


Figure 3. Students' Attitudes towards English Course through Moodle LMS

### Students' Engagement in English Course through Moodle

Each student has their own learning style. Given that respondents in this study were required (not optional) to join online English course through Moodle LMS, it is possible that not all students' learning styles can be facilitated. The thing to consider is students' engagement to course. Students' engagement to course affects student achievement in learning. The higher the frequency of engagement to the course, the higher the achievement of student learning outcomes (Parsons & Parsons, 2014). One way to increase students' engagement to the course is to adapt learning to the needs of students (Taylor & Parsons, 2011). The data shows that students strongly agreed with the statement that they become more engaged to the online course compared to the offline course (83.04%). They also strongly agreed with the statement that unlimited course access time makes it easier to manage time in learning (83.75%). Apart from that, they also agreed that it was easy for them to control the learning progress (73.57%). Overall, it can be stated that online English learning can adjust to each student's learning style (80.12%). Therefore, students feel more engaged with the course, easier to control learning progress and manage time in learning.

Another interesting thing found in the data obtained from the observation on the Moodle English course was that in the first week, the average participation of student in the course was very high, reaching 97%. This may be due to students' lack of knowledge about the Moodle LMS application used in the online English course, considering that this is the first time they joined the online course through Moodle LMS. They need a lot of information at the beginning to know and understand the content of the Moodle LMS. From the second week to the fifth week, the percentage of students logged in to the course showed a decrease with an average of 60% per week. However, the sixth week showed a slight increase towards 77%. In the seventh week to fifteenth week, the percentage of students logged in to the course increased and showed stability, with an average of 84.75%. The percentage of students logging in to the English course seems to be stable during these weeks because students were getting used to the online course on Moodle and know what to do in the course (Figure 2). This also shows quite high access which indicates that students often accessed English courses every week. This is in accordance with their response to the questionnaire which states that they strongly agreed that the online English course through Moodle LMS makes them more engaged to the course compared to the offline course.

### **Students' Attitudes and Achievement in Online English Learning**

The students' success in the learning process, to some extent, depends on students' attitudes towards learning (Díez-Palomar et al., 2020). Student attitudes towards learning play an important role in every learning setting. Therefore, teachers play an important role in encouraging the emergence of positive attitudes towards learning which determine their learning performance (Bakar et al., 2010). Based on the data obtained, overall students show positive attitude towards online English learning. Although for some aspects, such as interaction in online classes, it shows that students did not show a very positive attitude (tend to consider that interaction during the learning process is not necessary).

Student scores in the English online learning process through the Moodle LMS show an increase that tends to be stable from the seventh to the fifteenth week. This due to the fact that starting from the seventh week they become familiar with the online course and understand what to do and what would be assessed on their learning process. They found the right rhythm in doing online learning. They mastered the application used in the online course. They also began to enjoy the freedom of access time that was completely in their hands. This condition looked very different from the first to sixth weeks they run the online English course through Moodle LMS. The very fluctuating graphs regarding the log-in activities of students to the course indicate that they have not found the right rhythm in their learning. Therefore, the results they got during these weeks were also below satisfactory.

The positive attitudes towards the course content in Moodle affects students' learning achievements. This positive attitude shown by their statements stating that the learning materials provided were quite complete, the instructions provided were sufficient and clear, and the assessment methods were easy to understand which enabled them to achieve maximum learning outcomes. For this reason, teachers have an important role in encouraging students' positive attitudes towards online English courses through the Moodle LMS by designing complete and easy to understand content provided with sufficient and clear instructions.

Students' engagement also shows a positive correlation with students' learning achievement. When students have found affective variables that can increase their engagement to course, students become easily build confidence in the learning process (Mahbub, 2020). In accordance with the data obtained regarding to the frequency of students' engagement to course, students' achievements increased along with the increase of students' engagement frequency to the course. This can be seen from the range of scores that were increasing in each assessment (Table 4). This shows that the higher the frequency of students' engagement, the higher the learning achievements. This is in accordance with the statement conveyed by Karabıyık (2019) that student engagement is an element that plays an important role in language learning in improving student achievement. Another interesting positive attitude shown by the students was that they stated becoming more engaged to the online course compared to the offline.

## CONCLUSION

Students' attitudes during the learning process affect their learning achievements (Nasr et al., 2011). The more positive their attitudes towards the learning process, the better the results obtained. Teachers have a very important role in encouraging students' positive attitudes towards the learning process. The findings in this study indicate that students have a positive attitude towards online English learning conducted through the Moodle LMS although it was for the first time for them to join course in Moodle. During the first five weeks, students experienced difficulties because they were not familiar with the learning system through Moodle in terms of time and learning management. However, after the students more often accessed the course, they obtained sufficient information and found the right learning rhythm; as the result, students showed an increasingly positive attitudes and satisfactory learning performances which continued to increase until was completed. The teacher has a very important role in encouraging students' positive attitudes during the learning process. This can be done by providing complete learning material, sufficient and clear instructions as well as fair and easy-to-understand assessment methods. In other words, the teacher should well design the course in Moodle to make it attractive and complete both in terms of display and content.

This study only identifies students' attitudes towards the online learning English through the Moodle LMS and identifies the impact of student attitudes on the learning achievements. The data were analyzed qualitatively without calculating the quantitative correlation between each component of students' attitudes and learning achievements. Therefore, it is highly recommended for further study to identify the correlation of each student's attitudes component and learning achievements.

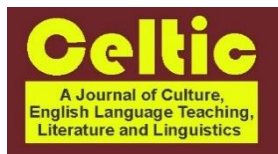
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## STUDENT'S PERCEPTIONS OF ENGLISH CLASSROOM ASSESSMENT DURING COVID-19 PANDEMIC

<sup>1</sup>Yulia Dian Nafisah\*, <sup>2</sup>Anton Haryadi, <sup>3</sup>Junaidi Mistar

1 SMA Islam Almaarif Singosari, Indonesia

2 Transkomunika Research and Training Institute, Indonesia

3 Universitas Islam Malang, Indonesia

### ABSTRACT

This research aims at investigating the student perceptions of English classroom assessment at an Islamic Senior High School during Covid-19 pandemic. The research involved 314 students from 20 different classes across three academic years. The instrument used was 30 five-point Likert scale items from Students' Perceptions of Assessment Questionnaire (SPAQ) developed by Waldrip, Fisher, & Dorman (2008). After the data were collected and analyzed for reliability and validity using SPSS20, it was found that the internal consistency/reliability was 0.75. The internal consistency score was high, which means that the average inter-item correlation was high. The discriminant validity was also high, which implies that the instrument was valid. The data were then analyzed descriptively and reported in mean and standard deviation format. It was found that the highest mean belonged to diversity scale and the lowest belonged to student consultation. It means that although the mean of each scale was high, it is expected that the students is consulted and authenticity is improved in this school.

**Keywords:** *Classroom Assessment Practice; COVID-19 Pandemic; Students' Perception*

### ABSTRAK

Tujuan penelitian ini adalah meneliti persepsi siswa terhadap penilaian bahasa Inggris di kelas di suatu Sekolah Menengah Atas Islam. Partisipan penelitian ini adalah 314 siswa dari 20 kelas berbeda lintas tiga tahun akademik. Instrumennya adalah *Students' Perceptions of Assessment Questionnaire* (SPAQ) yang dikembangkan oleh Waldrip, Fisher, & Dorman (2008). Setelah data dikumpulkan, data dianalisis reliabilitas dan validitasnya menggunakan SPSS20. Didapati bahwa konsistensi internal/reliabilitas dan validitas diskriminannya adalah 0.75. Skor konsistensi internalnya tinggi, yang berarti bahwa rata-rata korelasi antar-item juga tinggi. Validitas diskriminan juga tinggi, yang menyiratkan bahwa instrumennya valid. Data survei kemudian dianalisis secara deskriptif dan dilaporkan dalam format rerata dan simpangan baku. Ditemukan bahwa rerata tertinggi adalah skala keberagaman dan rerata terendah adalah skala konsultasi dengan siswa. Artinya, meskipun rerata masing-masing skala termasuk tinggi, siswa perlu diajak berdiskusi terkait aspek penilaian. Selain itu, autentisitas perlu ditingkatkan di sekolah ini.

**Kata Kunci:** *Pandemi COVID-19; Persepsi Siswa; Praktik Penilaian Kelas*

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\*Correspondence:  
bundaaka@gmail.com

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## INTRODUCTION

Far reaching effects of Covid-19 pandemic has affected and interrupted all aspects of life, including education. Almost all schools worldwide are closed to prevent the transmission of Covid-19 (Huber & Helm, 2020). In Indonesia, majority of schools are also closed in an attempt to minimize further spread of Covid-19 (Abidah, Hidaayatullaah, Simamora, Fehabutar, & Mutakinati, 2020). Since health and safety of each citizen is prioritized, policies and regulations are enacted by the central government and Ministry of Education and Culture by shifting from face-to-face interaction to study from home (Wahyono, Husamah, & Budi, 2020). To maintain the safety and well-being of the students at kindergarten to graduate program level, this policy is inevitable and currently the best available option.

Almost no country in the world is prepared enough to plan and organize Covid-19 friendly educational process. Nevertheless, the educational process during this Covid-19 crisis time in Indonesia is considered to be running relatively well (Amalia & Sa'adah 2020). This is the conclusion after a thorough literature review from research articles, news, and books about the educational process during the study from home period. However, there are some challenges in online home learning period in Indonesia, such as unpreparedness of teachers, students, parents, online learning facilities, information and technology, etc. in anticipating such a sudden change.

Ariyanti (2020) and Amalia & Sa'adah (2020) found that internet issue (connection, accessibility, and internet cost) in Indonesia became the major obstacles in providing quality online teaching and learning process. The parents could not afford high internet unlimited access due to current economic decline and relatively expensive data subscription cost. The government has attempted to solve this issue by providing mobile internet quota subsidy. However, the resulting internet usage surge yielded in sluggish internet speeds, which caused long delays and buffers in delivering the learning audio or video contents.

To solve these problems, the Indonesian teachers are then offered to use WhatsApp, WhatsApp Web, Google Classroom, Google Group, TeamLink, Microsoft Teams, Kaizala Microsoft, Zoom Meeting & Webinar, Youtube, Google Hangouts, and others (Anugrahana, 2020), depending on their unique circumstances. The audio and video explanation is only provided on request when the students require so. After the tasks are completed and the exercises are submitted via the mutually agreed platforms, the teachers then assess the student works.

This fact indicates that assessment role is growing more important in teaching and learning process during this period. Assessment is now used to not only score the student learning, but also drive learning and even become learning in itself. Thus, it can be concluded that assessment is now more toward formative assessment than summative assessment. It is in line with what Birenbaum et al., (2015) state that assessment trend now tends toward formative assessment. The trend of assessment for learning and assessment as learning is even accelerated due to the Covid-19. Thus, the classroom assessment now uses a combination of summative and formative assessment.

These combined types of assessment is central process in effective instruction (William, 2013), essential as a part of teaching and learning (Arrafii & Sumarni, 2018), and significantly improve the student English achievement (Umar, 2018). To understand student academic achievement, it is very important to understand characteristics of the assessment tasks as perceived by the students (Alkharusi, 2011). Therefore, it is important to know the student perception on assessment tasks. In an attempt to develop and validate instrument to measure the student perception on assessment task, Dorman & Knightley (2006) identified five scales, i.e. Congruence with planned learning, Authenticity, Student Consultation, Transparency and Diversity. Further development and validation study is then continued by Waldrip, Fisher, & Dorman (2008), which resulted in five similar scales, such as Congruence with Planned Learning, Authenticity, Student Consultation, Transparency, and Diversity.

In Indonesia, there is only one study investigating the student perception on English related classroom assessment task (Rahman, 2020) using SPAQ instrument developed and validated by Waldrip, Fisher, & Dorman(2008). It aimed at exploring how students perceive grammar assessment in the EFL classroom at the English Department of UIN Ar-Raniry. It was found that the students perceived a slight congruence between grammar assessment and the planned learning. In addition, there was inadequate transparency regarding the purpose, authenticity, and assessment forms. In short, the student perceptions of classroom assessment were not good. However, this study was intended for English grammar class at higher education level in Indonesia.

Considering limited number of research about student perception on English language teaching assessment for middle school level in Indonesia, this research is aimed at filling the gap on the research and investigating student perceptions of classroom assessment in one of the Islamic private senior high school in Malang, East Java, Indonesia. In addition, it is also to discuss if the assessment in this school is in accordance with the assessment principles as set out in the applicable Curriculum 2013.

## **METHOD**

This research employed a survey research to dig into the student perceptions of classroom assessment. Creswell (2009) states that survey research quantitatively or numerically describes trends, attitudes, or opinions of a population by studying a sample of that population. The research site was situated at private Islamic Senior High School in Malang, East Java, Indonesia. The school accreditation is A, which shows that the school is good in terms of curriculum implementation, teaching-learning process, facility, assessment, management, academic staff, and graduate competency standards. Total sampling was employed, where the participants were selected based on whether they have been taught by and acquainted with the English subject. In total, 578 students were from three academic years, and studied in 20 different classes of three majors (language study, social study, and natural science study). They were given an instruction to

complete the Student Perception of Assessment Questionnaire (SPAQ) through Google Form. Then, 314 students completed the self-completed questionnaire by the expected deadline.

In this research, the Student Perceptions of Assessment Questionnaire (SPAQ), which was developed by Waldrip, Fisher, & Dorman(2008), was adapted as the instrument to inquire about student perceptions. There were 30 items, which were divided into five scales: the congruence with planned learning (items 1-5); the authenticity (items 6-12); student consultation (13-18); transparency (items 19-24); and diversity (25-30). Each item was then presented with five Likert scale from strongly disagree to strongly agree.

This instrument was chosen due to two main considerations. First is the theoretical grounding and psychometric quality. The theoretical grounding is similar to those of the current applicable curriculum in Indonesia and psychometric is relatively simple. Second is that the instrument has been tested for validity ( $M = .50$ ) and reliability (Cronbach alpha internal consistency ranging from .68 to .86) during the development and validation phase.

The instrument was then translated into Bahasa Indonesia by an experienced translator. The translated instrument was further checked by both researchers. In addition, a clear explanation on how to rate the statement in the instrument was also provided to make sure any misunderstanding and error were avoided.

In collecting the data, the online questionnaire was distributed to the 20 homeroom teachers, who were consulted beforehand. The preset deadline was also communicated to the students through their homeroom teachers. When it was due, the collected data from Google form were then exported to Microsoft Excel format. The completed forms were checked once again to make sure that the data were intact.

The collected data were arranged from the highest grand mean to the lowest grand mean. After a thorough checking to find missing values, the data were analyzed using SPSS 20 to calculate the internal consistency/reliability and discriminant validity with regard to each scale of the student perceptions of classroom assessment. It was found that the internal consistency/reliability using Cronbach alpha was .942 and discriminatory validity was .75. It can be concluded that the data were valid and reliable. The next step was to analyze the data descriptively to find out the mean and standard deviation. To facilitate easier checking, the data were calculated using SPSS20. To conclude the minimum and the maximum length of this SPAQ 5-point Likert type scale, the following formula, i.e.  $(5-1=4)$  was used. It was then divided by 5 as the greatest value of the scale, i.e.  $4 \div 5 = 0.80$ . The length of the cells is determined below:

- Range from 1 to 1.80 represents very low.
- Range from 1.81 to 2.60 represents low.
- Range from 2.61 to 3.40 represents medium.
- Range from 3.41 to 4.20 represents high.
- Range from 4.21 to 5.00 represents very high.

## FINDINGS

There are two parts in findings section, i.e. overall perception and finding for each scale. In the overall perception, general information about student perception on the classroom assessment is presented. The presentation of each scale follows.

### Overall Perception

The student perception of the 30 items toward classroom assessment was analyzed descriptively. In Table 1, the highest mean came from Diversity scale with grand mean of 4.09. It means that most participants agreed that they were given equal chances to complete assessment task, various assessments to choose from, and different ways to complete them. The lowest mean was Student Consultation scale with grand mean 3.50. It suggests that some participants perceived that the teachers had explained each type of assessment and its scoring method, but they did not help the class to develop rules for assessment in English language learning activities.

**Table 1.** The Result of Student Perceptions of Classroom Assessment

Parts of Questionnaire	Grand Mean	Standard Deviation
Diversity	4.09	0.98
Congruence with Planned Learning	3.86	0.98
Transparency	3.81	0.98
Authenticity	3.60	1.04
Student Consultation	3.50	1.05

The standard deviation (SD) of all the items ranges from .98 and 1.05. The SD is standard, indicating that data on the student perceptions of classroom assessment were normally distributed.

### Finding of Each Scale

In this part, further explanation is given to each scale, consisting of the diversity, congruence with planned learning, transparency, the authenticity, and student consultation.

#### *Diversity*

Diversity refers to the extent to which all students have an equal chance at completing assessment tasks. There were six statements in this scale. The table below shows the results in detail.

**Table 2.** Diversity

Items on Questionnaire	Mean
1. When there are different ways I can complete the assessment.	4.35
2. I have as much chance as any other student at completing assessment tasks.	4.18
3. I am given a choice of assessment tasks.	4.04
4. I am given assessment tasks that suit my ability.	4.03
5. I complete assessment tasks at my own speed.	4.01
6. When I am confused about an assessment task, I am given another way to answer it.	3.96
<b>Grand Mean</b>	<b>4.09</b>

As the table shows, the difference between each highest and lowest mean (4.35 and 3.96) is thin. It implies that the students were given more than one way to complete the assessment. Therefore, the students felt that they had equal chance to complete them due to the various assessment types. In addition, the students were able to complete assessment at their own speed. They were even accommodated while they were having some difficulties to complete a certain assessment task. In this covid-19 pandemic period, the students in this school were assigned assessment tasks via Google Classroom and expected to complete them by the deadline. When they had difficulty, they were offered another way to complete them. It is the reason why the diversity scale is the highest among other scales.

### ***The Congruence with Planned Learning***

Congruence with planned learning refers to the extent to which assessment tasks align with the goals, objectives, and activities of the learning. This scale consisted of six statements with the grand mean 3.86. The table below shows the results in detail.

**Table 3.** Congruence with planned learning

<b>Item on Questionnaire</b>	<b>Mean</b>
1. I am assessed on what the teacher has taught me.	4.10
2. My assignments/tests are about what I have done in class.	4.01
3. How I am assessed is like what I do in class.	3.99
4. How I am assessed is similar to what I do in class.	3.86
5. My English assignments/tests examine what I do in class.	3.66
6. Questions in English subject tests what I know.	3.59
<b>Grand Mean</b>	<b>3.86</b>

As shown above, the highest score is 4.10 and the lowest is 3.59. This scale was high based on the rating criteria. From the top four statements, it was clear that the assessment were congruent with the teaching and learning activities in the class. It indicates that the learning activities and assessment has been well planned. The basic competence, learning contents, and its respective assessment were then communicated to the students. Based on the researcher personal observation, the learning activities were planned and written in lesson plans by the English teachers in this school. The lesson plan was then executed in the learning activities and the classroom assessment practices. The students perceived these activities positively. However, some students felt that there was a slight difference between what they did in the class and what they knew.

### ***Transparency***

Transparency refers to the extent to which the purposes and forms of assessment tasks are well defined and clear to the learner. This scale with the grand mean 3.81 consisted of six statements. The table below shows the results in detail.



**Table 4.** Transparency

<b>Items on Questionnaire</b>		<b>Mean</b>
1.	I am told in advance when I am being assessed.	4.09
2.	I am told in advance on what I am being assessed.	4.03
3.	I am clear about what my teacher wants in my assessment tasks.	3.79
4.	I know what is needed to successfully complete an English lesson assessment tasks.	3.70
5.	I know how a particular assessment task will be marked.	3.68
6.	I understand what is needed in all English assessment tasks.	3.54
<b>Grand Mean</b>		<b>3.81</b>

As shown in Table 4, the highest score is 4.09 and the lowest score is 3.54, which belongs to high category based on the rating criteria. From the two top statements, it indicates that the teachers have done all their tasks such as informing the students when and what would be assessed. As explained in the previous scale, the teachers made a lesson plan, which also include the content and time of assessment. However, as indicated above, some students had some difficulties in understanding what they needed to do to prepare for the assessment task.

### ***The Authenticity***

Authenticity refers to the extent to which assessment tasks feature real life situations that were relevant to the learner. This scale consisted of six statements with grand mean 3.60. The table below shows the results in detail.

**Table 5.** Authenticity

<b>Item on Questionnaire</b>		<b>Mean</b>
1.	My English assessment tasks are useful in everyday things.	3.72
2.	I can show others that my learning has helped me do things.	3.71
3.	Assessment in English examines my ability to answer every day questions.	3.58
4.	I find English assessment tasks are relevant to what I do outside of school.	3.55
5.	Assessment in English tests my ability to apply what I know to real-life problems.	3.52
6.	Assessment in English examines my ability to answer every day questions.	3.49
<b>Grand Mean</b>		<b>3.60</b>

As shown above, the highest score is 3.72 and the lowest score is 3.49, which indicates a thin difference. This scale is also high based on the rating criteria. The two highest statements indicate that the English assessment was useful in everyday things and the students could explain and show them to the other parties. It also tested the student ability to implement the English to the real life problems and examine the student ability to answer everyday question. In this school, the teachers sometimes assigned the students to look for the example of certain topic, such as congratulating, in the internet. The teacher then would

discuss with the respective students if this is correct or not. In addition, the material was sometimes adapted from website, such as the current song lyrics.

### **Student Consultation**

Student Consultation means that students were consulted and informed about the assessment task types being assigned. This scale consisted of six statements and had the grand mean 3.50. The table below shows the results in detail.

**Table 6.** Student Consultation

<b>Items on Questionnaire</b>	<b>Mean</b>
1. My teacher has explained to me how each type of assessment is to be used.	3.90
2. I am aware how my assessment will be marked.	3.60
3. I have a say in how I will be assessed in English lesson.	3.54
4. I can select how I will be assessed in English lesson.	3.44
5. In English lesson, I am asked about the types of assessment that are used.	3.40
6. I have helped the class develop rules for assessment in English lesson.	3.12
<b>Grand Mean</b>	<b>3.50</b>

As shown in Table 6, the highest score is 3.90 and lowest score is 3.12. This scale in general is high according to the rating criteria. Based on the top two statements, the teachers had explained about the types of assessment to be used and scoring method. As explained earlier, the lesson plan included the type of assessment and its scoring technique. The teachers then communicated them to the students. However, the students were not always consulted in terms of assessment types and assessment rules. Thus, this decision was from the teachers. This fact is due to Covid-19 pandemic where the teacher-student communication was just through Google Classroom and sometimes WhatsApp. Therefore, the students were not consulted by the teachers.

### **DISCUSSION**

As discussed earlier, this research is driven by the lack of empirical research about student perceptions of classroom assessment, especially within the EFL context at middle school in Indonesia. A number of findings have improved our understanding about the nature of classroom assessment as perceived by the students.

First is about diversity. It was found that the mean score was 4.09 (SD: 0.98). This is the highest mean score among five subscales. One possible explanation to this fact is that the variety of assessment types employed by the English teachers. As insiders to this school, it is true that the teachers combined summative and formative assessment. For example, the teachers assigned many alternative assessments, such as portfolio, performance, product based, project based, self-assessment, peer assessment, etc. The implementation of various alternative assessment types is in accordance with the spirit of curriculum 2013 (Azhar, 2018). By administering various assessments, it is more likely that it fulfills student individual characteristics and needs. Therefore, it is the possible reason why the highest numbers of students perceive that they were given an equal

chance and different ways to complete assessment tasks. Variety of assessment types improve students' motivation (Seale, Chapman, & Davey, 2000). The various tasks enable the students to express themselves based on their own preferred types of assessment. In turn, it also increases students achievement (Umar, 2018).

Second is about congruence with planned learning. It was found that the mean score is 3.82 (SD .92), which suggests that the assessment was perceived as congruent with the planned learning. The assessment in this school was considered good and in line with the first principle of assessment, i.e. to assess the learning the students have experienced. It is in accordance with Curriculum 2013, where the teachers are expected to plan the learning activities and the subsequent assessment. In this school, the teachers prepared the lesson plan before teaching the class so the learning activities and the subsequent assessment are well planned and implemented accordingly. Therefore, the students know that what they learn will be assessed during or after the learning activities. The students become more enthusiastic in teaching learning activities when they realize that what they are learning in classroom will be tested on assessment tasks (McMillan & Nash, 2000; Santhanam, 2002; Brookhart & Bronowicz, 2003). Student enthusiasm and motivation determines to what extent the students are willing to invest their time and attention to the lesson. The more enthusiastic and the more motivated the students are in learning, the more successful they can be in their language acquisition endeavor (Purwanti, Puspita, & Mulyadi, 2019; Rosmayanti & Yanuarti, 2018).

Third is related to transparency. It was found that the mean score is 3.81 (SD:0.98). Discrepancy of this scale and congruence with planned learning is very thin. It implies that this scale is somehow related to planned learning or lesson plan. When the assessment is planned in advance, the teachers have the chance to explain the students about the aspects of assessment. It indicates that the assessment is well defined and clear to the learner. Transparency has a positive impact on student learning (Settiawan & Hilmawan, 2016). Therefore, there is an increasing need for a greater transparency in assessment processes (Rust, Price, & Berry, 2003). The transparency and democracy should be part of teacher assessment literacy and practice (Giraldo, 2018), by letting students know about what is expected from them, assessment time, aspects of assessment, scoring rubrics, grading technique, etc.

Fourth is authenticity issue. It was found that the mean score was 3.67 (SD:1.04). Authenticity here refers to the extent to which assessment tasks feature real life situations those are relevant to the learner. This authenticity enables the students to be more motivated since the lessons they are learning and the assessment to test their learning progress simulate real life experience. Authentic assessment is a central element in communicative language teaching (Esfandiari & Gawhary, 2019). Therefore, more English language instructions now integrate authentic learning situation, authentic material, and hence authentic assessment (Jaelani & Umam, 2021). In addition, authentic assessment is a critical component in curriculum 2013 (Hamidah, 2013). However, authenticity is lower than the

other three scales. The possible explanation to this fact is that pandemic situation forced the teachers mostly to rely on the student worksheet (LKS). Thus, the teacher did not frequently use authentic assessment.

Fifth is related to student consultation. It was found that the mean score is 3.50 (SD: 1.05). The mean score for student consultation was the lowest among five scales. It means that some students felt that they did not participate in developing their assessment criteria. The similar finding was empirically supported by the previous studies (Cheng, Rogers, & hu, 2004; Wang et al. 2013; Cheng, Wu, & Liu, 2015). In Indonesian context, this phenomenon is similar to a research finding by Rahman (2020) that the students were not consulted before deciding the assessment criteria. It is important to consult the students to make sure the assessment is fair and reliable (Dancer & Kamvounias, 2005; Rust et al., 2003). In addition, student participation is really encouraged and expected in Curriculum 2013 (Pusat Kurikulum dan Perbukuan, 2014). However, during the pandemic, the teacher were not always in a good time and atmosphere to consult the assessment with some students. The teachers were exhausted with all the burdens, either professional or personal ones. This may explain why this scale was the lowest.

In short, the mean scores of five subscales inform that the assessment in this school during home learning is perceived to be good by the students. The grand mean of each scale was more than 3.4 out of 5, which implies the student perception on classroom assessment is high. However, the finding shows that the authenticity and student consultation was the lowest among the other three scales. Therefore, it is expected that these authenticity and student consultation scales be improved.

## **CONCLUSION**

Based on the findings of this research, the students agree that classroom assessment in their English subject were congruent with planned learning, authentic, transparent, had been consulted with students, and diverse. The assessment met the criteria of good classroom assessment practice. As the scale is aligned with the applicable curriculum 2013, it means that the English assessment has implemented the directions set by the national curriculum.

This research informs the stakeholders such as teachers and educational administrators that student perceptions of English classroom assessment were high. However, some improvements need to be focused on the area of student consultation and authenticity. Since the finding shows that student consultation and authenticity scales had the lowest grand mean, it is expected that the students need to be consulted in relation to types of assessment, scoring method, use of assessment, and especially rules of assessment. In addition, it is expected that the authenticity should be improved so the students learn everyday English and they can implement what they learn at school at their daily activities.

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## VIRTUAL PROFESSIONAL DEVELOPMENT FORUM FOR RURAL TEACHERS IN KALIMANTAN BARAT

**Ikhsanudin\***

Universitas Tanjungpura, Indonesia

### ABSTRACT

This article analyzes the prospect of developing a virtual learning forum to help rural English teachers capacity building. The forum is considered important to provide opportunities for the teachers to communicate, to share ideas and experiences, and to discuss amongst themselves and with teachers in more developed regions as well as with experts. The study was conducted qualitatively in Kalimantan Barat (West Kalimantan) province, Indonesia. The data were collected from four districts through observation and interview. A three-level classification system in qualitative survey design that consisted of unidimensional description, multidimensional description, and explanation was used to analyze the data. The study revealed that internet connection, transportation infrastructure, government regulations, and teacher readiness were important factors that would help the rural teachers develop virtual learning forums. The suitable mode that could support the forum was an asynchronous discussion forum using open social media groups. The challenge that would possibly be difficult to solve was finding highly motivated teachers to initiate and to manage the forums. The study recommends that teachers and experts from a university can mentor the motivated teacher leaders in the first year.

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\*Correspondence:  
ikhsanudin@fkip.untan.ac.id

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### ABSTRAK

Artikel ini menganalisis prospek pengembangan forum pembelajaran virtual untuk membantu peningkatan kapasitas guru bahasa Inggris pedesaan. Forum ini penting untuk memberikan kesempatan kepada para guru untuk berkomunikasi dan untuk berbagi gagasan dan pengalaman di antara para guru di daerah terpencil. Di samping itu, dengan forum ini para guru daerah terpencil dapat juga berdiskusi dengan para guru di daerah yang lebih maju dan dengan para pakar. Penelitian ini dijalankan secara kualitatif di provinsi Kalimantan Barat. Data dikumpulkan dari empat kabupaten melalui observasi dan wawancara. Selanjutnya, data dianalisis dengan sistem klasifikasi tiga tingkat dalam desain survei kualitatif yang terdiri atas deskripsi unidimensional, deskripsi multidimensi, dan penjelasan. Penelitian ini mengungkapkan bahwa koneksi internet, infrastruktur transportasi, peraturan pemerintah, dan kesiapan guru merupakan faktor penting yang akan membantu guru pedesaan mengembangkan forum pembelajaran virtual. Moda virtual yang cocok untuk mendukung forum ini adalah forum diskusi asinkron dengan menggunakan grup media sosial gratis. Tantangan yang mungkin sulit dipecahkan adalah menemukan guru yang bermotivasi tinggi untuk memulai dan mengelola forum. Penelitian ini merekomendasikan bahwa pada tahun pertama, guru dan pakar dari perguruan tinggi dapat membimbing pengelola forum.



**Kata Kunci:** *Forum Virtual; Guru Pedalaman; Pengembangan Profesi; Survei Kualitatif*

## INTRODUCTION

Continuous teacher professional development is one of the critical elements of education quality assurance and enhancement. Teachers are required to continuously improve their competencies. A study in Palangkaraya found out that students wanted teachers to be skilful, to think critically, to be creative, and to be innovative (Norahmi, 2017). Committed teachers should be prepared, sustain their commitment, and advance their performance (Hariri & Sumintono, 2020). In rural areas, where infrastructures and facilities are very limited, teachers are the central factor in education. However, as we observed, it was not easy for rural teachers in Kalimantan Barat (Indonesia) to go to learning centers in town to improve their quality competences. Kalimantan Barat is a province that is located in the western part of Kalimantan (Borneo) island, and the capital city is Pontianak. To be able to learn together in such a situation, the teachers must have learning communities that consist of separated members and are connected through online communication.

It is not tenable to use one definition of "rural" to be applied to different studies or decision making. In an extensive study, a group of researchers reminded investigators to thoroughly describe the rural nature of their investigation from their conceptual point of view and stated their preference for an operational definition to situating the findings of their investigation over the other definitions (Koziol et al., 2015). This explanation is in line with the concept of distance in distant education. The term 'distance' can be understood from various perspectives: geographical, time, and intellectual (Simonson, Smaldino, & Zvacek, 2015). The term 'rural area' in this research is mainly a geographical concept; that means the areas need particular effort to reach and to communicate with people in other areas. This research focuses on the first perspective, that is geographical distance. Many studies have been conducted worldwide about distance education for rural participants.

We found many rural areas in Kalimantan Barat, but we only chose four districts. The two districts in Kubu Raya County (Batu Ampar and Terentang) were chosen because they can represent southern and eastern parts that are not border areas. Two districts in Sambas County (Sajingan Besar and Paloh) were chosen to represent northern areas and border areas. Batu Ampar is located far from the capital of the province (Pontianak City), in the south part of Kalimantan Barat. The district can only be reached by motorboat or by speed boat.

In the context of Indonesian education, as required by Act Number 14/2005, there are four competencies that every teacher must improve, namely: pedagogical competency, personality competency, professional competency, and social competency. In an attempt to improve the teachers' competencies, the government has launched some programs that can be taken by teachers. However, the government resources cannot reach every teacher nation-wide because of the significant number of teachers and the geographical situation. Teachers in rural areas cannot get access to the program as easily as urban teachers. One of the solutions that they can find is teachers' virtual learning or online teacher forums.

The aim of approaching online community is to consider the best way to design the desired social and learning environment by utilizing the existing tools and contexts. However, it is essential to find the best structure of social and technical factors that creates the most suitable online learning community in certain circumstances (Haythornthwaite & Andrews, 2011). Community culture plays a crucial role in the success of an online forum (Jo Shan Fu & Fu, 2013). Virtual learning forums are extensions of conventional learning that potentially can be used to improve participants' higher-order thinking and communication skills (Seethamraju, 2014).

One of the difficulties in starting distance learning is establishing an efficient mode of communication using technological resources. Online learning must be supported by frequent physical meetings (Nunes, Nobre, & Passos, 2016). However, with good leadership, online learning communities can be organized successfully (Ruggieri, Boca, & Garro, 2013) (Chua, Chua, & Chua, 2017). Transformational leadership—that concentrates on intrinsic motivation and role-modelling—is found to be a useful model in online learning forum (Alotebi, Alharbi, & Masmali, 2018).

Online learning forums can help enhance conventional learning, particularly when the participants are fully engaged in the forums (Simonson et al., 2015) (Alzahrani, 2017). Mentors and leaders can help rural teachers through dialogic reflexivity (Willis, Crosswell, Morrison, Gibson, & Ryan, 2017). The members who engaged in fruitful collaboration prioritized encouraging social interaction over completing the task (the process is more important than the final product) (Vinagre, 2017). To be able to get engaged in an online forum, a teacher needs conceptual and procedural competencies that can be gained through modelling and exploratory practices in their training (Vinagre, 2017).

Concerning rural teacher development, a study involving 427 participants in Taiwan reported that the Taiwan government could successfully decrease the Rural-Urban Knowledge Divide in higher education (Chen & Liu, 2013). Reported in 2015, a study in Kentucky found the collaboration amongst the professional development service providers, the organizations that gathered the data, and the scholarly community in content-based teacher development programs had positive impacts on students' learning outcomes in rural areas. (Barrett, Cowen, & Troske, 2015). A study participated in by 308 high school teacher respondents showed that most Indonesian teachers were ready to do mobile learning. They had a positive attitude toward utilizing technology and hoped to be able to get experience in mobile training or learning (Yusri, Goodwin, & Mooney, 2015). In Spain, it was found that elementary teachers believed that it was essential to facilitate access to information and to increase engagement and the teachers' perception of the effectiveness of Apps for learning was influenced by how they chose Apps. The study also concluded that the configuration of the affordances of Apps and mobile technology could increase aspects of learning (Domingo & Garganté, 2016).

Professional development was closely related to the professions' collective autonomy, not just a matter of the teachers' individual quality (Hermansen, 2017). In line with the advanced development of information technology, amongst positive trends of online collaboration (telecollaboration) is the increasing demand

for its use as a means of educator professional development (Lewis, 2017). Then, a comprehensive survey found that it was possible to conduct professional development for rural teachers in Oklahoma (Peltola, Haynes, Clymer, McMillan, & Williams, 2017). A recent study in Japan evaluated the effectiveness of blended learning of English. The findings demonstrated the students' general contentment with the course, the educational and technical difficulties that they encountered, and the suggested solutions. The quality matter (QM) peer review showed the course failure to meet the essential standards (Alizadeh, Mehran, Koguchi, & Takemura, 2019).

This article reports an investigation into the opportunity of developing online forums for rural English teachers in Kalimantan Barat, Indonesia. The focus is chosen because before conducting a teacher professional development program, it is indispensable to find out whether a particular program can potentially be conducted for a particular group of teachers. The primary purposes of writing this article are to find out if it will be possible to help teachers develop their professional capacity through the online forums and to identify the challenge in developing the forums. The researchers answered problems by discussing the required situation that they described in the theoretical framework and the actual social situation that they described in the findings of the research.

## **METHOD**

The design of this research is a qualitative survey research method. It was Jansen who introduced the concept of "qualitative survey" to refer to the study of diversity in a population (Jansen, 2010). It is not a study of distribution in the manner of quantitative survey do. Variation in populations is defined and investigated qualitatively. Instead of aiming at establishing frequencies, means, and other parameters, this method determines the diversity of topics of interest in a given population. This method does not count the number of populations that have the same characteristic but establishes the meaningful variation in the population, namely relevant dimensions and values.

The subjects of this research are English teachers, school principals, school inspectors, and English teacher trainers (university lecturers) in Kalimantan Barat province. Most respondents live and work in two counties in the province except for those who live and work in Pontianak city, as well as some teacher trainers who were the academic staff of Universitas Tanjungpura.

This research draws upon the situation and the practices of using information technologies for rural teachers' professional development in four rural districts in Kalimantan Barat province, namely Sajingan Besar district and Paloh district in Sambas county and Batu Ampar district and Terentang District in Kubu Raya county. The researcher conducted observations of government regulation documents, namely: constitution, acts, and other relevant legal products about education. In addition, the data of the government regulations, the transportation infrastructures, the information technologies facilities, and some schools' administrations and facilities were also part of the observation. The researcher supported collected data by interviewing English teachers and school principals. Last, we also interviewed school inspectors and relevant teacher trainers at Universitas Tanjungpura.

The data in this research are mostly qualitative. To assure the quality of the data, we followed the following protocols. The documents that we observed were collected only from legal and valid sources. The internet connections, school facilities, school programs, and transportation were observed and rechecked properly. The detailed information about school programs, teachers' habits in using the internet, and other teachers' professional development programs were collected through direct interview and crosschecks with teachers, headmasters, and school inspectors. The data of the lecturers' and the experienced teachers' activities relevant to rural teachers' quality improvement were collected through direct interviews, direct observation of their offices, and detailed observation of the government regulations relevant to this research. When the data had been organized, the researcher discussed and reconfirmed the data with the interviewees after organizing them.

The data were analyzed using the three-level classification system of qualitative survey data analysis (Jansen, 2010). Level one was the unidimensional description. To start with, we limited the object of this analysis; that is the possibility of developing discussion forums for English teacher professional development in four districts and the possible challenge. Then, we analyzed the four most relevant dimensions—namely government regulations, transportation and telecommunication, schools' plans and programs, and teachers' readiness—to find the values within each dimension. The analysis was not, then, focused on the differences between the four districts but the diversities that existed in the four districts. Level two was the multidimensional description. This step consists of qualitative correlational analyses of the four dimensions that are supported by the qualitative correlational analyses of the values within the dimensions. Level three was an explanation. Based on the qualitative correlational analyses, we explained how the English teachers in the four districts were ready to get involved in online or virtual English teacher learning forums.

## **FINDINGS**

### **English Teachers in Rural Areas**

The analysis of the data about English teachers in rural areas are presented based on the government regulations, transportation and internet connection schools' plans and programs, and teachers' readiness.

#### ***Government Regulations***

The documents of the national regulations that are related to online forum development consist of the constitution, acts, government regulations, and ministerial regulations. All implementations in the lower levels should refer to those regulations. The 1945 Constitution mandates the government to provide quality education for all people of Indonesia. Then, the national education system act (Act No. 20/2003) describes the system, budgeting, management, and other requirements to provide national education services. More specifically, Government Regulation Number 19/2005 mandates eight standards of national education, and one of them is the standard of educators. Minister of Government Official Alignment and Bureaucracy Reform Number 16/2009 requires educator quality standards and professional development. The Minister of Communication

and Information Regulation Number 2/2008 regulates that one telecommunication tower should be used together by telecommunication providers and Number 19/2010 regulates how internet services should reach every district in the country. Meanwhile, Act Number 4/2014 guarantees that every village will receive a significant amount of money to build infrastructure and facilities and to manage the village.

It is very important that every school nationwide, including every school in the four districts, has to implement regulations at all levels. The implementation of the regulations is supervised by local governments and assessed by the National Body of Accreditation for Schools and *Madrasahs*. Every mandate that is written in the constitution, the acts, the government regulations, and the ministers' regulations are excerpted into the government instruments of supervision and the instruments of accreditation assessments that are used by the National Body of Accreditation for Schools and *Madrasahs*. A school principal is subject to discharged if he/she intentionally neglects a single item of regulation.

### ***Transportation and Internet Connection***

The four rural districts in this research are located in one of the largest provinces of the country and are located far away from the capital city of the province. Teachers need to travel about six to eight hours by land transportation from Sajingan Besar and Paloh to the provincial office of education; 3-4 hours by motorcycle plus 3-4 hours by bus. Most schools in these two areas were on the main roads, and there was no difficulty for teachers or students in going to schools. Whereas, travelling from Pontianak to Terentang or from Pontianak to Batu Ampar takes about 3-8 hours by motorcycle plus by speedboat. Teachers and government officials move from point to point in rural areas by boat and motorcycle. The roads in rural areas are muddy, and motorcycles cannot pass by in rainy seasons.

An Internet connection and telephone were available in the areas near communication towers (usually near the district offices), and the internet speed is low to average. Video conferences or webinars can be done only in certain areas. It was possible, but not always, to get connected to the internet at schools. People could watch television broadcasts; but, in certain areas, they need a parabola antenna.

The schools in the four districts had minimal computer facilities. There were only three computer laboratories found in those four districts, namely at a private vocational high school in Batu Ampar, at a state junior high school in Terentang, and a state vocational school in Sajingan Besar. However, not all of them could work well, and it was difficult for teachers to use the lab for professional development. In Terentang, for example, eleven of sixteen units were broken, and the lab could not function. Then, even though the condition was not good enough, the computer laboratories in Batu Ampar and Sajingan Besar were used by the students. It was not easy to find empty slots in the computer lab schedule when the English teachers were free.

### ***Schools' Plans and Programs***

In elementary and secondary levels, the Indonesian education system provides general education (schools) that are controlled by the Ministry of

Education and Culture (MoEC) and Islamic education (*madrasahs*) that are controlled by the Ministry of Religious Affairs (MoRA). Every school and madrasah used the national curriculum and operated in a school-based management system under local government supervision. There were also schemes of financial support provided by national and local governments public schools (local governments do not support *madrasahs*). Public schools and madrasahs are not allowed to collect any type of fee from the students. Private schools are founded and run by non-government organizations (NGOs). There are also schemes of financial support by the central government and local governments to private schools.

Schools were required to have some kind of vision and mission. Some of the schools broke them down into operational programs, but many did not. There was no single school or madrasah with teacher professional development through e-learning, although the headteachers and the teachers were aware that they needed to improve themselves amid the lack of access. Most school visions and programs were student-oriented, and curriculum-oriented and were written mostly for accreditation requirements.

There is at least one English teacher at every school. In more established schools, most teachers were permanent teachers that hold an undergraduate degree in English language teaching and have the status of the professional teacher. It is also found that in new junior high schools and *madrasahs* in very rural areas of Kubu Raya county, most teachers were elementary school teachers that graduated from non-English language teaching programs. They were situated in more difficult areas to access and had little possibility to visit more developed areas regularly. Public general school teachers and headmasters of senior high schools (year 10-12) are supervised by province education services and junior high schools (year 1-9) are supervised by county education services. Teachers of *madrasahs* are supervised by MoRA.

It is also found that there have been attempts to improve the English teachers' capacity. Most schools sent their teachers for capacity building programs when the government invited them. In this case, most of the government programs of teacher development were conducted conventionally. They invited teachers to a city or other venue and provided trainers; most trainers were government officials. Two headmasters were found to have done creative programs of training teachers to operate computers and to help teachers buy a laptop by instalments. However, it happened only once.

### ***Teachers' Readiness***

School teachers in Indonesia are categorized into four, namely: teachers with a certificate of professional teachers, permanent civil servant teacher, permanent private foundation teacher, and non-permanent teacher. The highest prestige amongst them are teachers that have obtained a certificate of professional teacher after they pass the program of professional teacher education and assessment. Teachers of this type are awarded a certificate of professional teacher and granted professional allowance besides a standard salary. Their obligations are working 24-hour per week as a professional teacher and fulfilling other standard requirements as a professional teacher, like writing research articles, attending or speaking in seminars, and developing teaching aids or materials. The

certified English teachers in this four districts usually have better proficiency in English than other teachers and good knowledge of teaching methodology.

Meanwhile, the other types of English teachers in the districts have not passed the certified teacher requirements. A civil servant teacher is usually undergraduate in English teaching who has passed a set of selection process. Most of them have active English skills. They received a standard salary of a civil servant and must work 24-hour per week. A permanent private foundation teacher is a teacher that is hired fully by a private foundation to work at a school that is run by the foundation. A non-permanent teacher is a part-time teacher paid by the school per teaching hour.

Most certified (professional) English teachers worked for public schools in district centers while English teachers in rural areas were mostly novice teachers. Some English teachers in private rural areas were non-permanent inexperienced young persons who did not finish studying in an English education department or English language academy or teachers of other subjects that were assigned to teach English. In some public and private junior high schools and madrasas, the English teachers were teachers of elementary schools who were neither educated nor qualified to teach English. They teach English in Bahasa Indonesia (Indonesian national language) because they have very low English proficiency and need training in English teaching methodology.

About two-thirds of the English teachers were computer-literate and internet-connected persons; the others were not. Those who were computer-literate were teachers who could go to internet-spot areas near district offices on workdays or could go home in town on the weekends. They used their computer or gadgets to communicate online. In town, they were supported with 12-hour or 24-hour electricity and a relatively slow internet connection and could learn from internet sources and social media using laptop/desktop computers and gadgets. Most of them communicate mainly through social media and social media groups. For official communication, they often used email, and they keep their data on the email and back them up with virtual drive and offline drives. No one has started developing an online learning forum for them. They have no idea of how to organize and how to find resources.

Most teachers attended workshops and other professional development meetings only if the school sent them. Usually not many opportunities were offered to them and not quite sufficient to improve their competencies. In the workshops, they usually met their colleagues and ex-classmates and shared their experiences. Some of those teachers went to conferences organized by universities and attended discussions organized by English teacher forums that they call *Musyawahar Guru Mata Pelajaran* (MGMP).

Some teachers who worked far away from the center of districts or were geographically isolated got difficulty to improve their competencies. It is difficult for them to get connected to online activities because they were not connected to the internet or cellular spots. They did not know or were not even eager to know how to use the internet, computer, or even android. They updated their knowledge through radio broadcasts and headteachers' briefings. Local conventional English teachers' forums did not work well because of the geographical and transportation constraints.

In the capital city of Kalimantan Barat province, there are some lecturers or teacher trainers and experienced teachers who might have been able to help improve the rural teachers' quality. They mostly work in universities and colleges and more developed schools. Some of them also served as teacher tutors and school inspectors. As required by regulations, lecturers should do social work and research as part of their professional development. Some groups of lecturers of the education and teacher training faculty went to rural areas to help improve the rural teachers' quality. However, so far, the rural teachers could not benefit from this situation. The university experts and the experienced teachers could not facilitate the rural teachers learn intensively and extensively because the experts and the teachers could visit the rural teachers in a short while. Besides they ought to get back to their office soon, they also ought to spend much of their time on the way to the rural areas.

Since they attended professional development meetings only once in a while and without any follow-up, the teachers' quality in those areas did not develop significantly. On the other hand, teachers in town tended to do classroom action research in their schools as a part of their professional development; and usually did not have an impact on the teachers in rural areas.

### **Proposed Design of the Online English Teacher Forums**

From the analysis of the situation, there is a possibility to develop online forums to improve teachers' quality in the four rural districts. To overcome psychological and social challenges, the teachers may develop different and flexible forums for different smaller communities and a broader forum to make them connected with one another. The different and flexible forums will enable the teachers to communicate more confidently, and the larger group will be able to connect them with teachers in different rural areas or different levels of schools. It is an essential requirement that the teachers can get connected to the internet, have enough computers and gadgets that support internet connection, and like to attend discussion forums. The opportunity was open because the government had issued regulations that required the teachers to improve their competences, promised reward for teachers with excellent competences, and facilitated telecommunication companies to provide services to rural societies. Notwithstanding geographical and transportation difficulties, it is still possible for teachers to meet each other in offline discussion forums. Despite the inadequacy of internet facilities and strategic plans, the schools are able to send teachers for teacher development programs by the government. Specifically, the proposed design of the online English teacher forums is viewed from three aspects; synergizing online and offline activities, designing the format, and inviting external experts and mentors.

### ***Synergizing Online and Offline Activities***

To build online forums, the English teachers in the four rural districts need to synergize their online and offline activities. Topics and problems can be introduced and discussed virtually through the apps and social media that were used by the teachers. Online sources that a teacher has learned from can be shared with his/her colleagues in chat rooms or groups. MGMP can be one of the



alternative offline forums. In MGMP meetings, teachers can do more interactive and personalized discussions and can share more information. Teachers can have regular meetings in the county centers, and they will be able to organize the meeting because the organizers and the participants can discuss their preparations online before they meet. It would also be possible to support offline meetings with a webinar, but more preparation will be necessary. The synergy between the online and offline forum will be able to make the forums more productive; not only does it give complete information, but it also motivates more teachers to get involved in the forum.

### ***Designing the Format***

Asynchronous online forums for English teachers in rural areas of West Kalimantan can be developed by utilizing the available resources and by synergizing the online forum with the offline forum. The purpose of developing the forums is to make chat rooms or online learning forums to help teachers in rural areas learn from one another and interact with external resources. The forums are informal and open to every English teacher in the area. There can be more than one chat room in one area to accommodate teachers with different backgrounds and levels of competence. The community members can use different applications or social media to adjust to the members' habits. The scope of the learning topics is curriculum and materials development, professional promotion, and teachers' competency improvement.

Teachers that have a relatively intensive engagement with the internet can be the core of the members. Teachers with a certificate of professional teachers can mentor the novice and less experienced teachers. To be able to reach the teachers in very rural areas, government radio and community radio broadcasts can be good alternatives. The members can use English and Bahasa Indonesia as the medium of communication. However, the organizer and the core teachers must use Bahasa Indonesia when communicating with less experienced teachers and with teachers in very rural areas.

However, the forums need a leader or a group of leaders that can voluntarily initiate, plan, organize, actuate, and maintain the program. A small group of teachers can start the forums from a small group of connected teachers by disregarding their locations and levels of competence. These volunteers then invite other teachers to get connected with them online, organize the flow of conversations, and connect the forum with the MGMPs.

### ***Inviting External Experts and Mentors***

External experts and mentors would be able to help teachers initiate and manage online forums. Some groups of experienced urban teachers and experts that possibly can help are teacher trainers, teacher trainees, and experienced teachers in West Kalimantan or other places, including overseas teachers and teacher trainers. The external resource can play roles as resource persons, mentors, and IT supports. In the beginning, the external resource can get involved actively in the forums, but they should reduce their involvement gradually to the very minimum level; like scaffolding. It is essential to confirm at the beginning of the program that the external sources help the teachers voluntarily. It will be

beneficial if the external experts and mentors can synergize their professional program funded by their institutions and the forums' activities.

### **Leadership Challenges and Solutions**

From the situational analysis and the proposed design, it is evident that rural education needs the presence of leadership. More importantly, strong leadership is necessary to build a new community with a strong vision to improve the quality of English education through English teachers' quality improvement. However, it is a challenge to find a teacher that can voluntarily do rigorous work while working full time

Two traditional views of leadership, a leader is born, and a leader is trained, can be good alternatives but will take much time. The third alternative is involving external resource to scaffold the development of the online forum. Through utilizing current information and communication technologies, the external experts and mentors can find motivated teachers and help them build the forums through the scaffolding process. The scaffolding process is also training given to the motivated teachers because they will learn how to build and run online discussion forums for the rural teacher when they are working with the external resource persons.

## **DISCUSSION**

### **Online Activities and Physical Meetings**

There should always be programs or activities that can improve teachers' quality to improve the quality of education; particularly in rural areas where there are more geographical challenges that may undermine the teachers' commitment to teaching. It is imperative to prepare, to maintain, and to improve committed teachers' commitment and performance (Hariri & Sumintono, 2020). English teachers upgrading and workshops were provided by the government but not very often and this needs to be followed up with discussions amongst the teachers. Online forums can be an excellent alternative to help the teachers improve their competencies; mainly if the teachers can participate in the forums appropriately (Simonson et al., 2015) (Alzahrani, 2017). In an online forum, the interaction and discussion process are more important than completing the task (Vinagre, 2017) because the learning processes take place when they are interacting with one another. The findings that most teachers in some rural areas could get access to the internet had laptops and android mobile phones and liked to attend seminars, and other professional development meetings could build optimism that it would be possible to build English teachers online forums for them. It can be estimated that the learning process will take place in the proposed forum as the findings also said that most teachers are also active in social media and some of them are tutors of teacher professional development programs that were recruited and trained by the government. A study that uncovered Indonesian teachers' readiness and positive attitude toward mobile learning (Yusri et al., 2015) can be an excellent support to building the online forum.

Online discussion forums need to be reinforced with physical meetings (Nunes et al., 2016). This strong suggestion can be fulfilled in Sajingan Besar and Paloh districts because most schools in those two districts are located on the main

roads, and the teachers can meet at one of the school buildings or one of the government buildings. However, in Terentang and Batu Ampar districts, only teachers that work or live near the center of the districts will be able to do so. Teachers who work and live far away from the center of the districts will not be able to attend a physical meeting or to meet one another. They even could not get connected with other English teachers online.

So far, it has been a severe problem to reach rural teachers in some parts of Terentang and Batu Ampar. Geographical distance and transportation problems have made them "isolated" from other schools and communities of the same districts. As a beginning, however, this program does not need to reach every rural teacher. The teacher community can start from small, and then can grow the forum to reach larger areas and a more significant number of teachers. It is not very important to debate whether this program is purely rural teachers' forum as some different definitions have been raised by experts. Two of them have been included above (Koziol et al., 2015) (Simonson et al., 2015). What is proposed here is a forum to help teachers that are geographically far from the main centers of education and to grow the forum little-by-little.

### **Telecollaborative Competencies and Content Knowledge**

Teachers are required to have telecollaborative competences (procedural and conceptual) to be able to participate in an online forum (Vinagre, 2017). It will be an advantage if every English teacher in the four rural districts has adequate telecollaborative competences. The forum will run smoothly, and the members will get the maximum benefit from smooth and proper online forum activities. However, a small group of teachers that have good telecollaborative competences will be enough to initiate this forum and help their colleagues share the knowledge of telecollaboration and manage the forum voluntarily. As indicated in the findings, some teachers are already trained and recruited as teacher instructors by the government. informally They can be mentors and leaders of the forums. This way will be in-line with what was suggested in a previous study that some mentors' and leaders' assistance through dialogue reflexivity would be very helpful for the rural teacher (Willis et al., 2017).

The initiators and leaders of this proposed forum can learn from a study in Kentucky that found the benefit of collaboration amongst the professional development service providers, the organizations that gathered the data, and the scholarly community in content-based teacher development program (Barrett et al., 2015). Teacher trainers in universities and experienced teachers that work and stay in the main cities in Kalimantan Barat are potential partners to collaborate as external experts and mentors. As they are required to do research and social works for their promotions, this forum can offer collaborative activities for their research and social work that have positive impacts on the development of the forum and the rural teacher's quality improvement. The rural teachers will be able to learn conceptual competence, procedural competence, and content knowledge from the external experts and mentors through collaborative activities. It is Much more beneficial if the external experts and mentors can get involved in the online forum because the process will be less costly and the teachers can practice learning through the online forum.

### **Asynchronous Discussion**

Asynchronous mode activities are chosen because they are flexible and enable rural teachers to participate in the forum whenever they get internet access. In a synchronous program, any participant can learn in different places and at different times (Simonson et al., 2015). As indicated in the findings, most teachers actively connect to the internet, but they need certain spots and specific times to get connected to the internet. Weekends, when they went back to their homes in towns, were the best time for them to go online. Asynchronous mode of discussions can give the teachers time to go online and to prepare responses. As they were in different levels of English proficiency and professional knowledge, members who are not confident with their knowledge and language will benefit from the extra time to respond.

In the four-district situation, asynchronous mode of discussion can be a suitable solution. The teacher can be involved in some discussions when they can find an internet connection. As indicated in a study cited above, teachers are normally motivated to improve their capacity (Norahmi, 2017) as the challenges they face day-by-day always get more complicated. This also relevant to a suggestion that committed teachers should be prepared, sustain their commitment, and advance their performance (Hariri & Sumintono, 2020).

### **Need for Leadership and Periodical Evaluation**

The findings show that there is a challenge of leadership. So far, the internet facilities have been available, even though not 7/24 and not in most areas. The transportation infrastructure has not been a big problem for the teachers to meet and learn together. The teachers need someone or a group of people that can initiate and motivate the teachers to collaborate in a learning forum. With good leadership, online learning forums can be organized (Ruggieri et al., 2013) (Chua et al., 2017). More specifically, transformational leadership can be a useful model to make online learning forums take place (Alotebi et al., 2018). This type of leader is characterized by intrinsic motivation and role-modelling rather than by other drives.

In addition, program evaluation is always important, including in the context of developing and running the rural English teacher discussion forum. The evaluation can be conducted from various perspectives; but basically, it is essential to know if the forum needs adaptations or improvement. The leaders and mentors may learn from a study in Japan about the effectiveness of blended learning of English (Alizadeh et al., 2019). It is also essential to know if the teachers are satisfied with the program and whether the program can help improve the rural teachers' competencies.

### **CONCLUSION**

The situation in the rural areas of Kalimantan Barat, Indonesia, particularly in the four districts of this research, supports the possibility of developing English teacher discussion forums. Four dimensions that make it possible are government regulation, transportation, internet connection, and teachers' readiness. The online discussion forum can be supported with offline meetings to result in a better contribution to the teachers' quality improvement. Teachers in some very rural

areas will not be able to participate but will get indirect benefits if the teachers in the district centers of the districts can share what they have learned from the forum with them. Developing different flexible forums that are supported with a larger forum will help reduce some teachers' nervousness but still help them get connected. Asynchronous mode of online discussion forums using social media can be an alternative to be used by the forums. The proposed model of discussion and media can overcome the internet connection problem, gaps of expertise, and psychological and social distances challenges. Teacher trainers from universities and experienced teachers can be invited as resource persons that will be able to enrich the forums and to mentor the forum administrators. A group of committed and motivated teachers can initiate and maintain the forums as participant administrators. To make the forum administration and discussion rich in materials and activities but efficient in financial expenses, the administrators can collaborate the forums' activities with the external resource persons research and social works programs.

To implement this proposal, a group of committed teachers or committed external volunteers should start the action by gathering interested teachers to join with them in an online forum and start the discussion. Teachers with transformational leadership capacities can initiate the discussion and administer the forum. Teacher trainers and experienced teachers from cities nearby (external mentors) should help the committed teachers by providing materials to discuss and advice to keep them motivated. Procedural, managerial, and leadership mentoring should be provided for free in the first year as a process of scaffolding. After that, the mentors may remove the scaffolding gradually and let the forum grow and multiply itself. The external mentors conduct development research to mentor the committed teacher leader during the initiating and scaffolding process. Periodical evaluation during the initiating and developing process can be conducted collaboratively between the leaders and external experts. In addition, the teacher leader can also collaborate with external experts, particularly when the external experts are conducting relevant research or social development programs funded by their campus or other sponsors.

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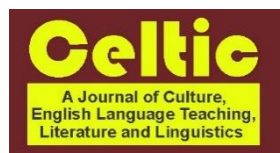
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## AUTONOMOUS MOBILE-ASSISTED LANGUAGE LEARNING FOR YOUNG LEARNERS USING DUOLINGO

Nurul Annisa Saraswati\*, Syafi'ul Anam, Oikurema Purwati  
Universitas Negeri Surabaya, Indonesia

### ABSTRACT

Learning English through Mobile-Assisted Language Learning (MALL) platforms has become a demand in English as a Foreign Language (EFL) and English for Second Language (ESL) learners globally, and one of the platforms is Duolingo. This case study was conducted in order to find out the impact of Duolingo, which is assumed to be useful in enhancing self-regulated learning for young learners and the parents' attitude in supporting the learning. This study used a qualitative method in data analysis, and the data were collected through observation and semi-structured interviews of the participant and the parents. The finding of this study revealed that the use of Duolingo could enhance the learner motivation and attitudes in learning English autonomously as well as actively practicing the language in a real situation. The participant showed active engagement in learning English autonomously with Duolingo, and the parents also found the platform to be useful in supporting the participant's learning process. Hence, in this study, learning English through the Duolingo application can support autonomous EFL learning without the barrier of space and time. However, as this research was a small-scale case study, and further research is recommended with a larger scale of participants and other MALL applications.

**Keywords:** *Autonomous learning; EFL; Learning Motivation; Mobile assisted Language Learning (MALL)*

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\*Correspondence:  
nurul.19034@mhs.unesa.ac.id

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### ABSTRAK

Belajar bahasa Inggris dengan gawai dan aplikasinya telah menjadi tren secara global dalam pembelajaran bahasa Inggris sebagai bahasa asing (EFL) dan bahasa Inggris sebagai bahasa kedua (ESL), dan Duolingo menjadi salah satu contoh aplikasi gawai yang terkenal saat ini. Studi kasus ini dilakukan untuk mengetahui dampak Duolingo sebagai sarana belajar dalam meningkatkan kemampuan bahasa secara mandiri. Penelitian ini mengaplikasikan metode kualitatif untuk analisis data dan pengumpulan data dilakukan melalui observasi dan interview terstruktur pada subjek dan orangtua. Hasil dari penelitian ini menunjukkan bahwa penggunaan aplikasi belajar bahasa Duolingo berguna dalam menambah motivasi belajar secara mandiri dan mempraktekkan apa yang telah dipelajari dalam kehidupan nyata. Peserta menunjukkan keterikatan aktif dalam belajar bahasa Inggris secara mandiri dengan Duolingo dan orangtua dari peserta juga setuju bahwa aplikasi tersebut bermanfaat untuk mendukung proses belajar dari peserta. Karenanya, dalam penelitian ini, mempelajari bahasa Inggris dengan aplikasi Duolingo dapat mendukung pembelajaran bahasa asing secara mandiri tanpa batasan ruang dan waktu. Namun, karena penelitian ini adalah studi kasus berskala kecil, penelitian lebih lanjut diperlukan untuk penelitian dengan peserta berskala besar dan dengan menggunakan aplikasi pembelajaran bahasa secara online lainnya.

**Kata Kunci:** *MALL; Motivasi; Pembelajaran Bahasa; Pembelajaran mandiri*



## INTRODUCTION

The changing trend of information and communication by integrating technology has made the revolution in teaching and learning a second language. Continuous learning in this technology era requires several important skills such as learning and adapting to the recent innovation, digital literacy, as well as career skills for the user or learner to be able to make the best use of technology in conducting self-regulated learning (Sun, et al., 2017). The teaching and learning activities by integrating technology have become a huge trend especially in applying distance learning or online learning. The development of technology has enabled people to access various language resources online, including learning a new language to embrace English as a *lingua franca*. English as a *lingua franca* has made society becoming more multilingual (Kirkpatrick, 2011). Recently, society has become increasingly diverse due to globalization, and the demand for acquiring more than one language has increased. The huge growth in diversity contributes to a super-diverse society. Moreover, the essential need to be able to use English as a tool to interact globally has made the language learners attracted to the culture of the target language (Lamb, 2013). This diverse society can also be observed in the school domain where the diversity of the students is visible with the addition of various linguistics which makes the individual multilingual. Multilingual is related to a person's level of language competence. Commanaru and Dewaele (2015) stated that multilingual is the proficiency related to the acquisition of more than one language. There is no clear cut between bilingual and multilingual. Wei (2013) mentions that the common term of multilingual refers to someone who can use two or more languages in conversational interaction. Among multilingual, even if they acquired the same languages in the same community, their language preference might be different because of the difference in their proficiency level in each language.

An individual acquires language input from different sources, settings, and their language preference change depending on the situation that they are in (Larsen-Freeman, 2015). One of the sources of learning to acquire additional language is by learning autonomously using technology. To support learners in acquiring a new language, integrating language learning with technology has shown positive outcomes in target language learning outcomes (Sylvén & Sunqvist, 2012). Mobile assisted language learning (MALL) as one of the latest evolutions in technology has innovated the new possibilities in a new way of learning languages. The viewpoint and acceptance of MALL were discovered to be important in affecting the language learners' attitude and learning engagement (Yoo & Han, 2013). MALL is one of the important technologies in enabling the learner to acquire and learn language autonomously. Learner autonomy is divided into two important divisions: 1) the capability to apply self-regulated learning opportunities in a distinct situation, and 2) the willingness to direct oneself into learning in various settings and backgrounds (Stolk et al., 2010).

One of the most popular language-learning apps that can be used autonomously nowadays is Duolingo. Duolingo is a free language learning application that can be accessed over the web and mobile devices. Duolingo uses interactive illustrations, gamified design with point rewards and instructions. Translation from the first language or from English to another language is a crucial

part of this language learning platform. The user can choose many languages and learn more than one new language on it. Before Duolingo gives the learner task in order to be completed, the platform first asked the user if it is the first time the learner is exposed to the language or not. After that, Duolingo gives some questions for the students in the target language to know which level of the language that the student should learn. Inayati et al.'s (2021) study showed that the students expressed high awareness in practicing self-study outside of the classroom setting in order to support what they have been learned in the classroom. Having self-awareness in learning English is essential for the students to establish long-term language learning activities. The challenges that the students face are in terms of technical factors like limited study resources and assessing the learning activity. By using Duolingo, the learners can start to learn the language on their gadgets interactively and can explore various learning materials featured in the application.

In Duolingo, there are various kinds of English exercises. For example, one exercise demands learners to translate a sentence from the second language (L2) to their first language (L1). The sentence served in L2 needs to be translated to L1, and the learners are expected to do it by rearranging the jumbled words into a correct translation. Another exercise is a practice to match the word meaning from L1 and to L2 or vice versa. In addition, the other exercises involve a listening activity that asks the learner to listen to the word or sentence and type it on the application. Duolingo also gives the learners speaking exercises that ask them to say words or sentences that are written on the screen. The opportunity for the learner to try to pronounce words and to be given immediate feedback is really important in second language learning especially for young learners as they may have not learned the second language phonemic rules extensively.

Based on the example of the Duolingo application mentioned previously, unifying a technology with second language learning instruction can enrich the possibilities in making various learning activities that can accommodate different language learning preferences among the students (Hwang, Hsu, & Hsieh, 2019). A study conducted by Fehr et al. (2012) in vocabulary learning supported by computer-assisted language learning (CALL) showed that teaching English vocabulary by using CALL can improve the students' vocabulary scores. It was found that using computer-adaptive technology can be a convenient means in introducing the learner to words in order to increase students' vocabulary learning and mastery of a second language.

Furthermore, mobile-assisted language learning (MALL), as a part of CALL, is considered to be reliable language learning aid by the users as it can improve the language skill mainly vocabulary and increase learner engagement in the learning process. In the study conducted for young learners, the mobile application provides chances for the participants to learn English enjoyably and can be accessed on their own. The language learning applications were wrapped in an attractive fun game with several levels of difficulty and there were rewards if the user got the right answer. MALL applications helped the English teaching beyond the classroom for young learners (Chik, 2014) Mobile device game-based learning not only can increase the student's performance in learning in a fun way but also can raise the student's motivation as it generates new experiences to enhance the student's interest during the learning process (Chen, Liu, & Huang, 2019). MALL is one of the convincing tools

that is supporting self-regulating learning in a way that the learners can access the learning material and exercises based on the subject or topic that is interesting for them. In recent studies, MALL is proved to be a favorable way of teaching and learning the target language, and the learners' attitude towards it holds a vital role in its practice (Metruk, 2019).

Mobile technology allows learners to download various learning resources as well as gives them a sense of control over their learning choices with the support of the instructor and another fellow learner. Given the freedom to choose what they want to learn based on their interest will give the learner the autonomy and possibility to learn the language in an enjoyable way as there is less pressure as they can also learn outside the school. In addition, it can also enhance students' motivation and confidence which results in a positive language learning attitude and achievement (Hao, Lee, and Sim, 2019). The application of technology for media in supporting language learning such as video, flashcards, PowerPoint, and other picture-related media enhance the students' engagement in learning English in the classroom (Sudiran, 2017). Vocabulary teaching by using gamification such as the game computer of snake and ladder was found to be useful in building up students' vocabulary comprehension for students (Fitriana & Maro, 2018). Learning language using mobile technology enable the learners to expand their learning process outside of the classroom and can be accessed everywhere without the limitation of space and time (Looi et al., 2016) compared to traditional learning activity which only depends on face-to-face classroom meeting and the material source is only the printed book. In integrating the technology by using laptops and smartphones, Duolingo is one of the popular language-learning applications or platforms that can be accessed by the learner of the target language. A study about the effect of a mobile application for young learners to improve speaking skills showed that mobile technology helped in improving young learners' English-speaking skills because it helped the young learners become more engaged in learning English, decrease anxiety, and made the learning process more fun (Sun, et al., 2017).

Regarding the Duolingo application as a currently popular MALL applications, three elements are provided by the application to help learners master the second language: (1) Spaced repetition, (2) interleaving, and (3) automatic feedback. Interleaving is multiple variations of tasks that are provided by Duolingo. Interleaving tasks will support the learner to get a better result in vocabulary learning for instance in collocation where the learner can draw a connection between words rather than learn the word individually. Interleaving is accomplished through mixing the exercises in each session of level. In automatic feedback, Duolingo supports the learning element in two ways. First, it informs the learner if the answer is correct or not, and it also provided a simple explanation if the answer is incorrect. Strambi and Bouvet (2003) mention that knowing their mistakes will help the learners to be able to identify the error aspect of their interlanguage which can let them look for assistance from other sources.

However, it is important to understand that Duolingo is heavily related to the activity of translating from the source language to the target language. In order to use this platform, the learner is translating sentences that contain words that are used frequently. Focusing on the form instruction of translation results better in language acquisition compared to meaning-focused instruction (Laufer & Girsai,

2008). Duolingo teaches 3000 to 5000 lexemes in each course of each level. Each of the courses consists of five levels that can help the students strengthen their mastery of the target language. There are various studies about using technology in learning English, however, there were only a few pieces of research that discussed MALL that is applicable for autonomous learning by young learners. Therefore, this study tried to discover important learning factors of autonomous English learning using MALL applications, especially for young learners. This study specifically aimed to reveal the factors which make young learners willing to spend more time learning English by using Duolingo. To achieve the study's objectives, three research questions are formulated below.

1. What are the factors that motivate a young learner to learn English using Duolingo?
2. How does the learner perceive the use of Duolingo as a language learning platform?
3. How do parents involve themselves in their child's autonomous English language learning using Duolingo?

## **METHOD**

This research employed a qualitative method. The qualitative research was applied to get detailed information related to the topic being studied (Cresswell, 2016), in this case, the autonomous learning of the participant using the Duolingo application. The data collection, observation, and interviews of the participant and the parents were done in natural settings. This study was being done by using a case study as it applied to get in-depth and various sources of data collection about a certain phenomenon. The participant of this study is a 9-year-old student and both of the parents to get additional data about the participant. The participant was chosen using convenience sampling. This sampling technique was used because the participant was available and convenient to be part of the study (Byrne, 2001). The participant was in 3rd grade and exposed to English at school as one of the school subjects. The participant has been learning English for 2 years and sometimes communicates using expressions in English with parents by mixing it with the participant's first language, Indonesian. The participant already accessed the language learning platform Duolingo for over 3 months over the pandemic situation which required the participant to do online school. The parents introduced Duolingo app for the participant to make the best use of using gadgets. They wanted the participant to learn the language in a fun way to enhance their English performance in school, which for now have been done online.

This study was designed to find out how the participant learns English independently using mobile-assisted language learning of Duolingo and the parent's behavior towards the participant's performance in learning the target language. Moreover, data collection is also being done to know the participant's and parents' perception of the importance of learning English with the online platform of Duolingo as well as the importance and participant's expectations in learning the target language of English as lingua franca. The participant was observed for 6 meetings in total which were scheduled when it was convenient for the participant and the parents.

The researcher took field notes in form of an observation sheet in every meeting when the participant accessed Duolingo. To get adequate data about the participant's performance and the application of Duolingo, a semi-structured interview was also implemented with the participant and the participant's parents. The qualitative data were analyzed using an interactive model by conducting data condensation, data display, conclusion drawing, and verification (Miles, Huberman, & Saldana, 2014). The interviews were recorded and then being transcribed. To check the interrater reliability, after the recording was transcribed, the transcription was handed to another rater. After that process, the result of the analysis was compared and presented.

## **FINDINGS**

Here is detailed information about the results of the observations and interviews which answer each of the research questions of this study.

### **Factors That Motivate the Learner To Learn Using Duolingo**

The data of the interviews showed that the participant used the Duolingo language learning app frequently as he stated that Duolingo has a lot of fun features such as mini-stories, interactive flashcards with moving pictures, and other interesting features. The participant expressed that accessing Duolingo was enjoyable because he could see various interactive pictures, listen to funny stories that he could share with his parents, and find various exercises. The interviews also had shown some factors that motivated the participant in accessing Duolingo. Because the participant is still young, parental guidance was still needed for limiting the mobile device screen time. As the parents allowed the child to access Duolingo, it made the participant excited because he could access Duolingo which seemed like a game to him. The participant also liked it that whenever he got the right answers in the Duolingo exercises, the app gave him stars which would help and motivate him to get to a higher level of the exercises. Moreover, the participant also mentioned that some words and phrases that he found while using Duolingo were also taught in his school's English lesson which made him eager to use Duolingo more as it helped him comprehend his school work. Some of the words were fruit vocabulary, such as "apple", and "orange", and phrases in greeting, such as "good morning" and "how are you?". During the data collection, the participant did not only access Duolingo on weekdays but also accessed it on the weekend. The parents mentioned, "On the weekend, my child only wants to play and does not want to have anything to do with learning, but he is okay to open Duolingo. He does not realize that it is part of learning language as well". Usually, the participant did not want to study during the weekend, but with Duolingo, the participant still wanted to learn. In process of learning by using Duolingo, sometimes the participant also asked his parents if he did not understand the exercise or the meaning of a word. The immediate feedback from the parents was beneficial for the participant in increasing his English skills because being able to apply it in real life would strengthen his lexical input. The compliment from the parents also increased the participant's motivation to do more in English learning using the app. The teaching and learning of English at home was observed to be useful for the child's second language

development especially in Covid-19 pandemic time as the participant spends most of the time at home.

### **Learner's Perception of Learning English Using Duolingo**

The participant perceived Duolingo as more like a game rather than a learning app. The participant accessed Duolingo because he wanted to have fun, and was not fully aware that doing the Duolingo activities could help him in developing his English language acquisition. When accessing Duolingo, the participant answered the exercises by recalling what he has been learned and already understood. Then, he also applied his knowledge to answer the questions while using the newly acquired L2 knowledge. Since the beginning of learning using Duolingo, the participant actively sought help from the parents if he found some problems in completing the exercises as well as making sure that his comprehension of the material being taught was correct. The interview results from the parents showed that they were always trying to help the participant to get a clear idea about what was being learned and accommodate the participant with immediate feedback. They were also supportive of the participant's English learning process through the Duolingo platform. Although learning by using Duolingo can be done independently, the parents still believed that monitoring their child's learning process as well as the child's screen time was important. The parents also helped the participant to practice the lesson that had been learned to enhance the second language input by practicing it in real-life situations. The main reason that the parents encouraged the participant to learn a new language using Duolingo was that the participant spent a lot of time using the gadget in which they believed that Duolingo could make the best use of that screen time.

### **Parents' Involvement in Their Child's English Language Learning Activity**

Parents have a crucial role in the development of the participant's learning, especially in making progress with his language learning. Based on the result of the observation, the parents mostly guide the participant in accessing the Duolingo platform because he has not had his gadget. The very first time the participant used Duolingo, he had no idea how to access it. Parents' involvement in accessing Duolingo makes the learning process meaningful as the participant did not only interact with the app but also has active interactions with his parents. The observation also showed that the parents usually take turns in helping the participant access the app. At the very first time when the parents introduced Duolingo to the participant, the parents guided the participant all the way through in using the app. For now, the parents usually helped the participant when he wanted to move from one type of exercise to another, such as from answering vocabulary tasks and moving to the reading parts. In addition, the parents also tried to build a suitable environment for the participant to get used to English. For instance, the participant has some posters about vocabulary in English and storybooks in English. When the participant watched television, the parents accommodated him with TV channels that used English. The interview showed that the parents were not excellent in English when they were still in school as English was being taught. None of the parents had experience in using English language applications before Duolingo. Both of the parents acquired English through the time

when they were still students and were sometimes exposed to it in their working environments. The parents revealed that they were aware that having adequate English skills would benefit their child in the long run. Therefore, they tried to introduce English to the participant at a young age to make him acquire the language easier and get used to it better.

In their household, although Indonesian was used most of the time, the parents still tried to use simple daily English expressions in conversing with the participant. For the participant to strengthen his English output through Duolingo, the parents also try to use vocabularies or expressions that the participant had been learned through Duolingo. By doing this, the parents were hoping that the child would have a lot of lexical inputs and could express them in real-life situations. Before using Duolingo, the parents have tried to introduce English at home to the child by buying the child's storybook in English to read for bedtime. The parents used to read the story to the participant then explained the content of the story using the participant's mother tongue. However, the parents found the method to be ineffective because the child did not produce any expression in English. In addition, when asking about the story, the parents and the participant used Indonesian. That was one of the reasons why the parents tried to find a way in supporting their child to develop his English at home in a way that the participant was interested in without the burden of having the task to study. Although the participant already got English lessons at school, the parents felt the need for him to have more English input outside of the school setting. In Indonesia, English lessons are usually taught only once or twice a week. By having more chances to get English input outside of the classroom, the chance to acquire the language is increased. Thus, the parents actively supported the participant in learning English using Duolingo by helping him move from one type of task to another and try to recall the English inputs that have been learned.

## **DISCUSSION**

The result of the study found that the participant spent a lot of time learning a language using the Duolingo platform as it was perceived as more fun and interactive for it served the user with pictures and interactive activities. The visual activity that is served by the application improves the participant's motivation in learning as it is full of pictures and colors. Teaching English vocabulary using technology can improve the learner's motivation to learn (Wang & Young, 2014). This is in line with Chen et al.'s (2018) study which found that the usage of English vocabulary learning using application makes the learners' learning performance better, and it also impacts higher learning motivation than those students who are not. In addition, it also makes the students engage more in independent learning or self-regulated learning. The participant also perceived that learning English through Duolingo was accessible and challenging. Therefore, teaching and learning English with the help of technology can improve the learning outcome of the target language. One of the reasons the participant kept up with answering the exercises from Duolingo was because Duolingo gathered all the participant's points and performances and turned them into ranks. This example of learning language through gamification was found to be beneficial for English learners, especially in vocabulary acquisition and the increase of the learner's will to study (Fitriana &

Maro, 2018). In addition, several aspects motivate people to learn a second language such as travel purpose, friendship, knowledge, and other reasons for language learning that are shared by the learner for their motivation to get in contact and identification with the speaker of the target language (Noels, Pelletier, Clement, & Vallerand, 2003). The result from the interview showed that the participant had motivation in learning English because he wanted to be able to communicate with parents or in the future talk with people who speak the target language.

The participant already used Duolingo to learn English often without the parents asking him. As for the participant's perception, English was considered fun to learn. This is the example of intrinsic motivation as the learner sees it as an enjoyable activity whereas extrinsic motivation is the behavior that is being done to achieve the language learning goals (Li & Han, 2018). In using Duolingo to learn English, the participant often accessed it even without his parents' commands which proved that mobile-assisted language learning can be an effective tool to make improvements in learners' attitude and learning engagement (Yoo & Han, 2013).

When accessing Duolingo, the participant answered the exercises by recalling what has been learned from the previous questions and explanations. Next, he continued further as he already understood the meaning of the words, phrases, or sentences, then applied his knowledge to answer the questions as well as used it in real-life situations. The process of acknowledging new knowledge, comprehending the information, then applying it in line with Bloom's taxonomy (Bloom, Krathwol, & Masia, 1984). The participant in this study showed the lower level of thinking that was shown by the act of recalling the information, being able to explain it, and using it in particular situations. This lower level can be found familiar in a beginner-level learner. As the participant was still a young learner, being able to retain this lower level of thinking skill is an advantage for him.

Parental supports played a significant role in a child's language learning process and outcome. As in this study, supports from the parents in introducing Duolingo to the participant and helping him in learning and practicing what has been learned in real-life situations showed to be beneficial for encouraging the participant to practice the language and engage in the English learning process. Wigfield et al. (2006) mentioned several parental circumstances affecting children's behavior in learning a second language in school achievement and motivation: (1) family and community characteristics (parental education level and profession); (2) parents' attitudes (parental association in supporting the children in academic aspect such as in school); (3) parenting style (ways that the parents raise the children, value of the child's achievement in the school); parents and children relationship and belief (parents' viewpoint of the children's proficiency, parents' outlook about the children's success in future). The study conducted by Goldenberg et al. (2008) showed that parents can support their children's second language acquisition by guiding their children's academic studies. For example, the parents can help by providing children with books and practicing the target language with the children to enhance the children's language input and make the children familiar with the target language being learned as the children are exposed to it as often as possible. These theories show that the parental factor affects the children's development in second language acquisition just as what has been shown in the



findings where the parents support the participant in learning English autonomously using Duolingo.

## CONCLUSION

In conclusion, this study found that integrating mobile-assisted language learning in autonomous learning can improve learners' motivation in language learning. The participant perceived that learning a language through the Duolingo app on a smartphone is a fun and game-like activity. In addition, learning using this integrated technology was revealed to be useful in increasing language learning engagement as the learner focused on the learning which resulted in positive lexical input. For the young learners, the learning process using technology and the internet should be done under parental guidance to get the best use of it, in addition to the parents' actions in supporting self-integrated learning outside of the classroom. As this study was a case study of a single participant; therefore, the result of this study might be different if it carries out in different settings, with different participants, or with any differences in other aspects. Thus, for future research, it suggested conducting research that involves a bigger population in other age groups and another language app that can use to support the learning process.

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## DEVELOPING E-DICTIONARY AS AN INNOVATIVE MEDIA IN COVID-19 PANDEMIC

**Fitria Nur Hamidah\*, Fadelis Sukya, Dion Yanuarmawan**

Politeknik Negeri Malang PSDKU Kediri, Indonesia

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\*Corresponding Author:  
fidahfnh@gmail.com

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### ABSTRACT

Developing e-dictionary as an innovative online learning media in Covid-19 pandemic is a smart option in learning. It was needed to use in teaching English both online and offline. This research aims at explaining the process of electronic dictionary which is produced as a teaching media to increase learning interest and English language skills in Quin Nabila Tutoring Institution during Covid-19 Pandemic. The subjects of this research were English tutors of Quin Nabila Kediri. This research conducted Research and Development. Moreover, Observation and interviews are the instruments of this research. Furthermore, The results of this research showed that developing E-dictionary gave contributions to teaching English, especially in the use of innovative media in the offline and online learning process during Covid-19 pandemic. This institution needed this dictionary in English teaching because the implication of e-dictionary could help the tutors when they taught their students. Therefore, the use of electronic dictionary was very useful and helpful for Quin Nabila tutoring institution in Covid-19 pandemic.

**Keywords:** *Covid-19 Pandemic; E-Dictionary Development; Innovative Learning Media*

### ABSTRAK

Pengembangan kamus elektronik sebagai media pembelajaran inovatif offline dan online di pandemi Covid-19 ini dilatarbelakangi oleh pentingnya pengembangan kamus. Itu diperlukan menggunakan kamus elektronik dalam pengajaran bahasa Inggris baik secara online maupun offline di LBB Quin Nabila sebagai media pembelajaran yang inovatif yang belum dimiliki berkaitan dengan kebutuhan pengajaran. Penelitian ini dimaksudkan untuk menjelaskan proses pembuatan kamus elektronik yang dihasilkan sebagai media pengajaran untuk meningkatkan minat belajar dan kemampuan bahasa Inggris siswa di LBB Quin Nabila di pandemi Covid-19. Subjek penelitian ini adalah para tutor bahasa Inggris di LBB Quin Nabila Kediri. Penelitian ini menggunakan jenis penelitian pengembangan. Observasi dan wawancara sebagai instrumen pengumpulan data. Hasil Penelitian ini menunjukkan bahwa penelitian ini memberikan kontribusi dalam pengajaran Bahasa Inggris terutama dalam penggunaan media yang inovatif dalam proses belajar secara offline maupun online di era pandemic Covid-19 sekarang ini. LBB ini benar-benar memerlukan kamus ini untuk melakukan proses belajar mengajar bahasa Inggris baik pembelajaran offline atau online. Implikasinya adalah Kamus elektronik ini dapat membantu tutor ketika mereka mengajar siswa mereka terutama dalam belajar keterampilan bahasa Inggris. Penggunaan kamus elektronik sangat berguna dan membantu untuk LBB Quin Nabila di Pandemi Covid-19.

**Kata Kunci:** *Media Pembelajaran Inovatif; Pandemi Covid-19; Pengembangan E-kamus*

## **INTRODUCTION**

English is taught to the students by the English tutors and it is one of the subjects which is given to students who attend and learn in Quin Nabila tutoring institution. The students who are studying English and practicing communicative speaking skill through learning vocabulary because vocabulary is the basis of learning a language. Moreover, it helps them to easily interact with others. Teaching and learning activities are communication processes between teachers and students in which the delivery learning material from teachers to students. To bring English into real life situations and to develop communicative competencies, there are several techniques used in communicative language teaching such as using dictionary. Kamal (2019) states that it is important to build word-rich environments in which to immerse learners through good model word learning strategies. It is proved that having learners look up words in dictionaries and write the definitions are not effective to increase student's vocabulary size.

The successful indicator of a learning can be seen when students are able to understand and respond to the given stimulus. However, the success does not encounter yet in language learning. It is based on students who have difficulties in understanding the characteristics of the language. The above difficulties can occur because of several factors; including teachers, families and social environments. Mukuan (2016) states that the level of successful students in learning can also be seen from the method or model applied by the teacher or educator in the classroom. From the factors of the teacher, the incompetence of a learning can be caused by the lack of teacher competence and the lack of media or learning aids. So the use of innovative and creative media is also expected to be able to stimulate learners to be more enthusiastic in the process of language learning (Yanti & Amalia, 2018).

Learning media is a tool which is used in the learning process. The goal of learning media is to spark discussion on digital media through technology and digital cultures in education. According to Suryani and Agung (2012), learning media are materials, tools, or techniques used in teaching and learning activities with the intention of the process of communication interaction between teachers and students appropriately and effectively. The learning media which is used in this learning process is very capable of influencing learning effectiveness. Besides, the primary purpose of learning media is to help students to achieve their learning objectives. Learning media is helpful specially to achieve the learning goal and it is directly involved in monitoring student learning. The learning process will be more effective if more effective learning media are used. Mateer et al. (2020) also state that using media engages students, aids students' retention of knowledge, motivates interest in the subject matter, and illustrates the relevance of many concepts.

Students' leaning media are affected by their personal motives. According to Alhatmi (2019), the learners' strategic preferences were largely affected by the features they liked for example free dictionaries, user friendly dictionaries and entertaining dictionaries. Hence, if they can access features more in learning, they will enjoy more the learning process. On the other hand, limitation of vocabulary media is one of the students' problems. They commonly access printed dictionaries which is difficult to read and heavy weight to bring. Another supporting tool is

needed to increase students' English capabilities. Development regarding this language dictionary must be application-based; it means that having a special coverage which is found by language learners every day such as vocabularies that can help them to learn. It is as a conservative step in preserving vocabulary.

Learning English language must have some skills, namely listening, writing, reading, and speaking. Ambarwati and Mandasari (2020) stated that five components are supported by language elements such as structure or grammar, vocabulary, pronunciation, fluency, and comprehension. The important elements of learning English are pronunciation and vocabulary, and it is a major core in studying a foreign language. According to Putri and Wahyuni (2019), English language skills generally are divided into two basic skills; receptive skills (listening and reading) and productive skills (speaking and writing). They also add that learners should learn English language basic skills and also the components such as grammar, pronunciation, and vocabulary. It means that there are two stages of skills that must be mastered in learning English, namely listening skill, speaking skill, reading skill and writing skill. The four skills are supported by supporting components namely vocabulary, pronunciation and grammar. Vocabulary and pronunciation are components that must be learned in order to master the listening skill, speaking skill and reading skills that will affect the ability to write through the grammar. Students' understanding of vocabulary is closely related to the ability of students to say vocabulary in English. Both components must be studied and understood simultaneously in order to achieve the expected skills properly.

The learners will have a difficulty in understanding meaning or in expressing their ideas without having a sufficient vocabulary. Understanding of vocabulary and pronunciation is very important because in the process of students' practice will always apply in daily activities related to English. Students will work on the exam questions which are related to vocabulary understanding. Besides, the students learn talking or communicating, understanding vocabulary and pronunciation are very important so there is no stuttering and miscommunication. Vocabulary and pronunciation are the main thing that is difficult to be learnt and understood by students of Quin Nabila institution. These difficulties will further make students less interested in learning English which is resulted in students' inability to understand, learn and communicate in English.

Covid-19 virus pandemic that occurs has an impact on various sectors, both the world of business and the education sector. Paudel (2020) emphasized that Covid-19 pandemic has forcefully shifted the mode of teaching and learning from only face to face to online. There are some obligations for social distances, using masks, hand washing and avoiding the crowd encourages teaching and learning processes in schools and tutoring began to switch from face-to-face learning to online learning. In addition, He also added that teachers and students interaction, student-to-student interactions and class dialogues in virtual learning environments create an opportunity for students to give and receive emotional support to one another, which is important for student to deal with the changes of learning situation and atmosphere during the Covid-19 pandemic. Korkmaz and Toraman (cited in Paudel, 2020) also revealed that most of the educators experienced some problems during their online learning practices. They expect

certain changes in the educational practices in the post Covid-19, and they think essential measurement must be taken in education against a potential outbreak in the future. However, there are still teacher guidance that do offline learning. Consequently, school management, teachers, students and parents are forced to be able to adjust to these conditions. They begin to realize the importance of digital literacy and electronic learning media, but the learning process still continue even though it was very heavy for school management, teachers, students and parents to do online learning.

The shift of teaching and learning to an online delivery mode obliged by covid-19 Pandemic has become an integral part of education system. However, the levels and methods of using them with the aim of achieving quality education are varied and depended upon on the various factors associated with Information and Communication Technology (ICT) policy and their practices in education even before the closure institution as preventive measure against Covid-19 pandemic. In this case, Paudel (2020) claims that in order to achieve positive results in incorporation of teaching technology, it is necessary to understand the types of interaction among the teachers, students and technologies. The use of ICT has brought a paradigm shift in the relationship between teachers and students. In order to integrated ICT in classroom teaching and learning successfully and effectively, teachers' perspectives on teaching, their ICT knowledge and skills, and their teaching methodologies play an influential role. It means that teacher promotes greater independence of learning. Teachers use ICT to change the way that they interact with the students. Besides, Paudel (2020) adds that the teachers' role in using ICT in language teaching should be for promoting learning outcomes of the learners. In this sense, teachers use ICT to enhance their personal work, professional development and for developing and creating new strategies, thinking, reflecting on practice and engaging the students in several meaningful activities and tasks for better learning outcomes.

This situation certainly encourages teachers and English tutors to be more creative and innovative in the provision of material and media needs which are related to English language learning that is suitable and easily accessible to students. Dore et al., (2019) state that digital media can be used effectively to promote educational aims, especially if media are constructed according to science of learning principles. Nowadays, many choices of digital media can be chosen by the teacher or tutor. But they also need electronic media which attaches to the teaching and learning process when it is needed like the electronic dictionary that makes it easier for them to learn online or offline. Amirian and Heshmatifar (2013) state that electronic dictionary is an electronic aid that offers direct access to the intended information and directly to the target information that the users want to find. The latest technological developments have changed the concept of dictionaries progressively. Electronic dictionaries can be found in several forms that include electronic dictionaries in the form of software that can be installed on tablets or computers, smartphone applications, website applications, and with default e-reader functions. Golonka et al. (2014) also state that e-dictionary helps students as an individual study tools considering that it is a self-contained program application. In fact, the wealth of information offered by this electronic dictionary creates an electronic dictionary as a reference tool that not only provides

information in various aspects of vocabulary knowledge but also as a device for language learning. Based on the previous study which was done by Amirian and Heshmatifar (2013), it was found out that electronic dictionaries are indeed a tool to promote EFL students' achievement in vocabulary learning. Its ease and fun to use feature were one of the main motivators for students to use e-dictionaries. Besides, Hartmann and James (cited in Ambarwati and Mandasari, 2020) stated that a dictionary or other reference work accessible over a computer network such as the internet. Students who are learning a language merely need to use their internet-connected devices to access online dictionaries. It signifies that an online dictionary can be a significant instrument for students in studying a foreign language to offer easiness and effectiveness to make students effortlessly when learning the English language learning. Therefore, one of the most crucial tools for learning a foreign language is a dictionary. Students who desire to learn a foreign language might utilize a variety of dictionaries. One of the tools that can be utilized to learn a foreign language is an online and electronic dictionary. The dictionary is one of the tools that could help students understand the ability to read. Learning would be very interesting if students could understand what students read and this happens when the dictionary played an important role as a means to facilitate students in learning.

As stated by Aminatun and Oktaviani (2019), the development of technology provides various learning strategies that are suitable to make students become independent learners. In the era with the rapid growing technology in Covid-19 pandemic era, it requires a light and flexible media resource to carry in order to make the learners independent, and the media can be used in online and offline learning. The use of laptops and also smartphones for learning resources for students is very helpful in the learning process. Thus, the idea of developing and utilizing technology in learning sources and teaching media in the form of English electronic dictionary application can add the choice of learning media in increasing the students' mastery of English vocabulary. Another reason for the selection of this media is based on the absence of learning sources and electronic media, especially e-dictionary about vocabulary in the teaching and learning process both offline and online in Covid-19 pandemic. Ambarwati and Mandasari (2020) also conducted their research by using descriptive qualitative research about the influence of online Cambridge dictionary toward students' pronunciation and vocabulary mastery, they found that the dictionary had effect to the students and could increase students' pronunciation and vocabulary.

This research is different from the other research on the type of the research. This research does not use descriptive qualitative research. Besides, Ibnu (2015) conducted her research about developing an electronic dictionary of elements and compounds in chemistry to improve the tenth graders' pronunciation, she designed the dictionary's model only for junior high school students. This research is conducted because it has different from the other research which is different from the target of the users. This e-dictionary is not only for junior high school level but also for all of learner levels who learn English. In addition, this e-dictionary has a difference thing from other electronic dictionaries because the form of this dictionary is not only a vocabulary translated



in English-Indonesia or Indonesia-English, but there are vocabulary categories stated in this e-dictionary.

## METHOD

This research used Research and Development design (R&D). The researchers designed and developed e-dictionary based on Borg and Gall' (2003) theory. The researchers utilized the database containing vocabulary in English and Indonesian also the word's category. Categories in vocabulary was displayed in e-dictionary. The tutor or instructor only used a dictionary in the form of books when teaching English in tutoring institution. Therefore, most likely they needed a dictionary in the form of application that could be used practically when the teaching and learning process in tutoring. The subjects of this research consisted of English tutors in Quin Nabila Tutoring Institution Kediri. The researchers involved 5 English tutors and students. Meanwhile, for expert judgment or validation, this research involved 1 material expert and 1 display design expert. The research was conducted at Quin Nabila Tutoring Institution Kediri on Jalan Totok Kerot No.03 South Pule RT.01 RW.01 Pule Kandat Kediri.

The data collection were taken from the observation and interview. The interview was conducted to the owner of Quin Nabila Tutoring Institution Kediri. In addition, the researchers used assessment rubrics to help experts provide assessment. The Validation instrument was a very important part of the development of research instruments. Besides, there were some steps in doing this research. The first step was to see the potential and problems which were owned by English tutors in Quin Nabila Tutoring Institution especially in English learning. Then, data collection was done. Product design and design validation were carried out at the next stage by the chairman and member of the researcher. After being validated by experts, the researchers revised design. Product trials were also carried out as consideration of the next step. If the testing had been satisfactory, the researchers would get the final product, namely e-language dictionary. The steps of developing e-dictionary was shown in Figure 1.

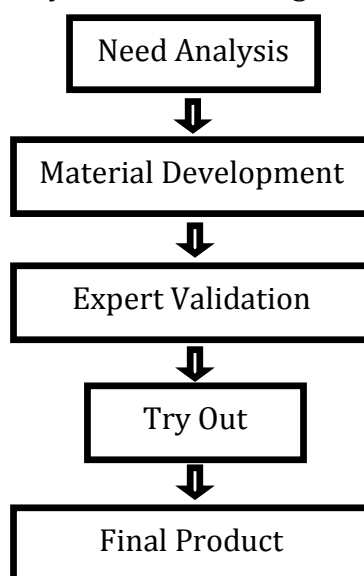


Figure 1. The steps to develop e-dictionary

## **FINDINGS**

The development of e-dictionary as the innovation media has been through the stages of Need Analysis, Material Development, Expert Validation, Try Out and Final Product. The results achieved at each stage were as follows:

### **Need Analysis**

The results of Need Analysis provided information about the needs were needed by tutors and students in Quin Nabila Teaching Guidance on teaching and learning process. The results of Need Analysis on the English tutors and the students reveal that students were still difficult to understand English vocabulary because the introduction of English vocabulary was carried out in a conventional way. It was translating new English vocabulary by opening a dictionary in the form of books that required long time enough. They needed fun and innovation learning media and students did not feel afraid to use English. In addition, students preferred to translate English in e-dictionary and they wanted to use interesting learning media because they felt relaxed and motivated. They also needed leaning media that could make the material was easier to be understood and remembered by students when Tutor explained.

### **Material Development**

In the stage of material development, the design of e-Dictionary initial design was carried out based on the tutors and students' need in Quin Nabila institution. In this stage, the product was produced in the form of learning media, namely the e-dictionary. E-dictionary was in the form of applications that were validated by media experts and material experts for assessments and given suggestions on the validation recapitulation sheet. Next, e-dictionary was revised then tried out or trials to the tutors and the students as users. The home performance was showed in Figure 2.



**Figure 2.** Home page of e-dictionary

Figure 2 shows the home page of e-language dictionary in smartphone. After the users clicked it, the performance would change as Figure 3.



Figure 3. The second home page

Figure 3 shows the second home page to give greeting to the users when they would like to use this e-dictionary while loading to the next page such Figure 4.



Figure 4. The third home page

The last was vocabulary performance after the users typed the words which they searched or translated the word. It appeared the word, the meaning of the word and the word category. It could be seen in Figure 5.



Figure 5. The result of searching word's performance

## Expert Validation

In the Expert Validation stage, validation was carried out by one design expert and one material expert. The quantitative score used this table conversion below:

**Table 1.** Expert validation score

No.	Category	Percentage
1.	Very decent	76% - 100%
2.	Decent	51% - 75%
3.	Decent enough	26% - 50%
4.	Not decent	0% -25%

The validation score result of design expert could be concluded that the percentage feasibility of 77.08% with a range of 76% -100% was very decent. They gave some suggestions that it was needed to give socialization to other tutoring institutions so they could have some benefits from this e-dictionary. The percentage could be seen from the recapitulation of technological expert validation table below:

**Table 2.** Design expert validation

Validator	The result score of each indicator			The percentage average of technological expert
	1	2	3	
Technological expert	81,25%	75%	75%	77,08%

The assessment result of the material expert could be concluded that the percentage of eligibility was 75% so the learning media was in the form of e-dictionary of English and Indonesian vocabulary and there were categories of its word type. This media was worthy to be used in teaching and learning process in tutoring institutions. It could be seen from this table:

**Table 3.** Material expert validation

Validator	The result score of each indicator		The percentage average of material expert
	1	2	
Material expert	68,75%	100%	75%

Meanwhile, the material experts suggested that it was needed to show that this e-dictionary had differences from other electronic dictionaries. It because this dictionary had specific features, namely Indonesian into English, English and Indonesian and each word had the explanation of its category.

## Try Out

In try out stage, the English tutors were asked to read the tutorial how to use e-dictionary. Then, the researchers asked the English tutors to practice based on the tutorial that they read. The results of the interview with the Director of Quin Nabila showed that this e-dictionary was very interesting, innovative, fun learning media whether online and offline learning especially in pandemic covid-19.

## Final Product

The end of the stage was final product. E-dictionary development could be used by the tutors and the students in Quin Nabila Kediri. Moreover, the Director of Quin Nabila gave some positive responds in developing this e-dictionary. Therefore,

e-dictionary had been developed and created based on the researchers' planning. The name of dictionary was e-language dictionary.

## DISCUSSION

Educational technology was very needed in Covid-19 pandemic. One of the ways to progress it was developing e-dictionary as an innovative learning media in online and offline learning because it was included educational technology development especially in English teaching learning process. According to Hanum and Suprayekti (2019), educational technology as a scientific discipline contributes to facilitating learning problem solving and can be applied in non-formal education as part of public education. Mandasari (cited Ambarwati and Mandasari, 2020) also stated that utilizing technology in language learning can help students improve their academic performance and help them to focus on the material although it discusses abstract things. E-dictionary which was created by the researchers could facilitate English teaching and learning process in non-formal education, it was Quin Nabila tutoring institution Kediri. Besides, the development of e-dictionary was suitable with the learning technology's purpose. On e-dictionary media design stage developed based on the analysis of student needs in the English language learning process and it could increase student's performance in English learning.

E-dictionary could be used as a mediator of online and offline learning in Covid-19 pandemic especially in Quin Nabila tutoring institution between the English tutors and the students who did English teaching and learning process. Quin Nabila tutoring institution could have innovative media in the English learning activities. Besides, this electronic dictionary could be as a learning source in English teaching and learning process. The English tutors and the students only opened the application in their mobile phone when they searched the word translation and words category. The learners of Quin Nabila tutoring institution could use the electronic dictionary when they learned English independently. It was related to the theory of Smaldino et al. (2012), media is a mediator or everything which brings all of information from the sources to the learners in order to make communication and study easier.

Moreover, Amirian and Heshmatifar (2013) stated that e-dictionary is an electronic assistance tool that offers direct access to the intended information and directly to the target information you want to find. It could be seen that e-dictionary which was created by the researchers could be as an assistance tool or media when the students and the tutors needed to translate the vocabulary in their teaching and learning process whether online or offline learning activities. In addition, they could know the words categories based on their searching by using this electronic dictionary. They could search the word translation and the word categories directly by using their mobile phone. It could be easier and practice in their English learning. So the electronic dictionary was very useful and helpful for them when they were learning English vocabulary or other English skills in Quin Nabila tutoring institution.

Other researches which were done by Derakhsan and Khatir (2015) about the effect of using game in English vocabulary learning. It showed that the comparison between leaning motivation by using game media and visual media.

They also added that learning media was one of external factor in learning motivation. Sudiran and Prasetyowati (2017) also found that media was very useful for English for young learners based on the students' response. Besides, another research by Alizadeh (2016) about Vocabulary teaching techniques, he stated that English vocabulary could be learned by the students because they needed fun situation in English practice when they learn English vocabulary. Those previous researches had similarity and comparison to this research. The similarities were those researches showed that learning media was very useful for the students in English learning and the comparisons were those researches used learning media by using Game and practice in English learning but this research developed learning media by creating e-dictionary to help the tutors and the students of Quin Nabila tutoring institution in English learning whether it was done in offline or online learning during Covid-19 pandemic. The learning media namely e-dictionary was helpful for Quin Nabila tutoring institution in Kediri. They could use this facility when they learned English. They were not only searched the translation of the word but also, they could find the categories of the words which they searched in that e-dictionary.

## CONCLUSION

E-dictionary could be used for tutors as learning media when they taught the students. In addition, students could use it as an independent learning source in online and offline learning in Covid-19 pandemic. It could be used in English teaching learning process so it was very useful especially for Quin Nabila tutoring institution in Kediri. Moreover, e-dictionary could be used widely as learning media, not limited to the tutoring institution environment.

Furthermore, e-dictionary development needed to continue development of vocabulary content amount so the product of the vocabulary in e-dictionary was a more complete supporting media learning media. It also needed to develop and to echo product design so it could be more attractive and accommodate all students' learning characteristics.

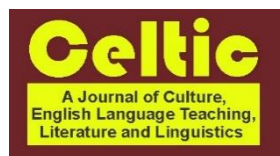
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## THE UTILIZATION OF LINE VIDEO CALL AND TIKTOK VIDEO FOR TEACHING PRONUNCIATION IN THAILAND

Lilis Kartika Dewi\*, Yudhi Arifani

Universitas Muhammadiyah Gresik, Indonesia

### ABSTRACT

This study attempts to explore the utilization of LINE video call for teaching pronunciation using the TikTok video, seen from teacher and students' perspectives. This qualitative study involves a teacher and three students in Thailand interviewed through an online platform. The findings showed that both teacher and students gained a positive attitude towards utilizing LINE video call for teaching pronunciation using TikTok. The benefits are increasing students' vocabulary, building self-confidence in pronouncing the words in English, and more interest in joining the class since the application is not boring. On the other hand, the teacher has a problem with the limited time in creating the materials and making the students focus on the learning process. Yet, the students have a problem with internet connection and many assignments to do during online learning. Finally, the students are enthusiastic since TikTok and LINE video calls help them learn English, especially their pronunciation.

**Keywords:** *LINE Video Call; Teaching Pronunciation; TikTok Video*

### ABSTRAK

Penelitian ini mencoba mengeksplorasi pemanfaatan video call LINE untuk pengajaran pengucapan menggunakan video TikTok, dilihat dari sudut pandang guru dan siswa. Studi kualitatif ini melibatkan seorang guru dan tiga siswa di Thailand yang diwawancarai melalui platform online. Hasil temuan menunjukkan bahwa guru dan siswa mempunyai sikap positif terhadap penggunaan panggilan video LINE untuk mengajar pengucapan menggunakan TikTok. Manfaatnya adalah meningkatkan kosakata siswa, membangun kepercayaan diri dalam mengucapkan kata-kata dalam bahasa Inggris, dan lebih tertarik untuk mengikuti kelas karena aplikasinya tidak membosankan. Di sisi lain, guru memiliki masalah dengan keterbatasan waktu dalam membuat materi dan membuat siswa fokus pada proses pembelajaran. Namun, para siswa memiliki masalah dengan koneksi internet dan banyak tugas yang harus dilakukan selama pembelajaran online. Akhirnya, para siswa sangat antusias karena TikTok dan video call LINE membantu mereka belajar bahasa Inggris, terutama pengucapan mereka.

**Kata Kunci:** *LINE Video Call; Pengajaran Pengucapan; Video TikTok*

## INTRODUCTION

The rapid development of technology has impressed people's lives and societies. The invention of contemporary gadgets or tools has altered the way individuals interact with each other. As such, the aid of the device is to have interaction and communication faster and easier than ever before. With this regard, the discovery of cellular phones and smartphones brings a significant role in exchange in the digital era. In particular, the social media offered by these tools has become the center of public attention since the media aids them to interact

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\*Corresponding Author:  
liliskartika.2410@gmail.com

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Dewi, L.K & Arifani, Y. (2021). The Utilization of Line Video Call and Tiktok Video for Teaching Pronunciation in Thailand. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics*, 8(2), 260-274. Doi: 10.22219/celtic.v8i2.18481

handily. The effortlessness and flexibility provided by these tools have assured people to utilize gadgets in other fields such as legal, medical, marketing, and even education (Raja & Nagasubramani, 2018). Amidst the pandemic era, social media is frequently used by many people around the world. However, it discovered that the teachers still find difficulties while conducting an online class since it needs to make an effective materials, indeed it takes a much time (Hirschel & Humphreys, 2021). In fact, in educational contexts, teachers and students also need to equip with the utilization of social media. It is in line with the previous study done by Budianto & Arifani (2021) that students and teachers have burden with the high-volume of online tasks. Also, the teacher face a problem in managing an online class (Dennis, 2021; Gufron & Rosli, 2021).

At the time the study was conducted, we were still living amidst a worldwide pandemic. During April-May 2020, COVID-19 was assigned as a pandemic due to its widespread throughout Thailand and the world. As the influence of the pandemic era, it revolutionized all aspects of the world involving the education aspect. This condition obliged both lecturers and students to master digital technology. Bagata et al. (2020) explained that covid-19 encourages lecturers and students to learn technology to employ in the teaching and learning process. He further stated that online learning technology has a significant role in the success of the teaching and learning process. Meanwhile, it suggests that a lecturer must master online technology to accomplish the classroom atmosphere, distribute lecture materials, and advance student enthusiasm in virtual classes. Simultaneously, students must control the online platform to acquire the material in virtual courses as they did before in real classrooms. Kanoksilapatham (2021) reported that the students agreed that online learning was somehow helpful, and they were not under pressure to study online.

Nowadays, the utilization of social networking applications such as TikTok has taken an essential role in language learning. It supports the previous studies done by Al Fadda (2020), Sherine et al. (2020), and Nurani and Widiati (2021) who stated that popular social media applications such as Instagram, WhatsApp, TikTok and Weblog make students are interested in learning English. They showed a positive attitude towards the utilization of these applications. TikTok has earned the second-highest rank internationally for app downloads on Google Play and Apple store in 2019, reported to Sensor Tower Blog (2020) as cited in Ipan et al. (2020). Therefore, the proliferation of apps like LINE and TikTok encourage teachers to use them in their classrooms. LINE and TikTok are very global forms of application where the use and features offered by these tools are fascinating. The form of teaching pronunciation using the LINE and TikTok applications is considered very suitable for Thai English as Foreign Language (EFL) students. In addition, this application is effortless to use. The system is constantly updated so that some teachers can use LINE and TikTok as suitable learning media to grow and increase the motivation of EFL learners to learn pronunciation.

Pronunciation is crucial to speaking, and appropriate pronunciation can lead to confidence when it employs appropriate grammar, while wrong pronunciation causes ridicule and awkwardness (Akter, 2007). Pronunciation is the process of producing a sound arrangement that does not interfere with communication for both the speaker and the listener (Paulston & Burder, 1976). Yates (2002, as cited

in Gilakjani (2016), pronunciation is a sound production process that plays a role in making a word's meaning. Thus, pronunciation is the process of producing the sound of English words. As students learn pronunciation, they adapt to the new pronunciation of a word made in the first language. The purpose of pronunciation instruction is not to inquire the students to pronounce the same as a native speaker. Instead, comprehensible pronunciation should be the fundamental goal of spoken communication. If students want to change the way English words are pronounced, they must change how they think about how the words sound. It is factual both for individual sounds and for more significant parts of speech such as stress patterns, rhythm, and syllables. Regrettably, pronunciation instructions are sometimes neglected in teaching English (Gilakjani, 2016). In this recent study, the researcher defines the pronunciation term, explains the purpose of English pronunciation, outlines the significance, and mentions some perceptions for teaching English pronunciation using LINE video call.

In addition, EFL students with proper pronunciation usually expand other skills more quickly than those with incorrect articulation. Before the COVID-19 pandemic, Thai teachers used to teach pronunciation to students directly by repetition and imitation drills. It employs a traditional approach since it had not used social media before the pandemic era. However, when the COVID-19 pandemic happened, teachers began to be creative in delivering teaching materials and pronunciation practices to their students. In such a case, the EFL teachers must find out a new way to indicate, practice, and give feedback on English pronunciation which is essentially suitable for the students to learn English pronunciation effectively.

A number of research have also demonstrated the potential use of mobile applications in aiding students to build on their language skills, seen from teachers' and students' perspectives. The first previous study done by Jumariati & Febriyanti (2020) revealed that the use of LINE as a medium for learning English affects students' writing skills significantly. Students' writing scores in grammar, content, and order of sentences have increased their scores. It also showed that feedback given by teachers through LINE could affect students' motivation to improve writing practice. Another previous study was conducted by Zaitun et al. (2021), which indicated that the TikTok application helps students improve their speaking skills through storytelling about the place, object, and person. Meanwhile, a recent study by Xiuwen & Razali (2021) found that the utilization of TikTok can improve students' English communication competence and enhance their attentiveness to use English.

The new policies and growing push for ICT in Thai education has resulted in greater application of computer-assisted language learning (CALL) and mobile-assisted language learning (MALL) in the Thai education context (Boonmoh et al., 2021). Computer-assisted language learning (CALL) is shortly well-defined by Levy (1997 as cited in Boonmoh et al., 2021) as "the exploration and study of computer applications in language teaching and learning". CALL covers an extensive variety of ICT applications and approaches to foreign language teaching and learning, from traditional teaching approaches to more recent manifestations, such as virtual learning environments and web-based distance learning (Schmid, 2009 as cited in Boonmoh et al., 2021). In the era of twenty-first century, mobile devices are also

employed for language learning. Mobile assisted language learning (MALL) is language learning that is boosted through the use of mobile digital devices. MALL is different from CALL in the use of portable devices and personal that allow new ways of learning; it focuses on the continuity or spontaneity of access and interaction across different contexts of use (Kukulska-Hulme & Shield, 2008). Thus, nowadays it could not be separated to the use of digital applications and social media as the media for teaching.

A number of published studies show that the use of social media can aid the students to improve the English language skills of English learners. Al Arif (2019) examined the students perception of the use of social media. It revealed that EFL students show a positive attitude towards using social media in learning English which can help enhance their motivation and readiness to speak and master English. Further, Xu (2019) stated that it is easy and funny to use it to increase their motivation to study English. Unless they perceive more benefits while implementing the LINE video call for teaching pronunciation using the TikTok video, they also got some problems while joining the online class (Dennis, 2021). For the technical difficulties, they have an internet connection problem, so that they cannot join the class and get the materials clearly (Efriana 2021, as cited in Ardiyansah 2021; Johnson et al., 2016). Therefore, English language learners showed their positive attitudes towards the utilization of TikTok in their learning process (Haerazi et al., 2020; Yunus et al., 2019).

A similar study related to the teacher perception of the use of technology in the classroom was done by Boonmoh et al. (2021). It discovered that the teacher gained positive attitude towards the use of technology such as Kahoot since it is more appealing and it is engaging for students. Previous research also displayed that most EFL students have confidence that social media integrated with short videos can help increase their mastery of English communication competence through self-study mode with current topics distributed by English educators (Al-Yaari, 2013; Otchie & Pedaste, 2020; Xiong & Zhou, 2018). Al-Yaari (2013) and Zaitun et al. (2021) revealed that utilizing LINE video call through TikTok video could build the students' confidence in their speaking ability. Also, the students gain several benefits, such as they are less shy and more confident. Besides, they can study everywhere and anytime using a mobile device to learn (Gufon & Rosli, 2021). However, A study by Lee & Yin (2021) reported that the Chinese secondary teacher had the difficulty to make the students focus in online learning and engage with the technology. Thus, she proposed that it should find another way to control the students in online classes. Sometimes, a few students forgot about their assignments while others did not join the class with LINE due to some problems such as internet connection (Gufon & Rosli, 2021; Johnson et al., 2016).

Social media is a medium with a broader scope and has many labels such as the Facebook platform, TikTok, LINE, Instagram, and others that function as a social component and public communication. In this study, TikTok and LINE are used as pronunciation teaching media. TikTok and LINE are very popular and enthusiastically welcomed in Asian countries such as Cambodia, Japan, Indonesia, Malaysia, Thailand, and Vietnam. Popularity has exploded massively in these countries, compared to Instagram and other apps that take a long time to get many followers.

Based on previous studies, there are still few studies related to the perceptions of teaching pronunciation through LINE video call using TikTok. To mention one of them is a study by Pratiwi et al. (2021). This study revealed that the students that the participants showed their positive attitude towards the TikTok application as a video aid whereas learning through the TikTok application could be used as learning strategy to assist and enhance speaking skills and literacy. In this case, the participants delivered a want to apply the TikTok application so that they can watch and comprehend all the content concerning to basic English skills. It is believed that the use of TikTok video is appealing and interesting to be applied in today's era, especially for teaching pronunciation. Pronunciation is significant to be taught since it affects the way students pronounce the words. Yates (2002, as cited in Gilakjani, 2016), pronunciation is a sound production process that plays a role in making a word's meaning. Thus, pronunciation is seen as more than right production of person words or sounds. It must be seen as a significant part of communication that is unified into classroom doings (Gilakjani, 2016).

With this regard, many teachers employ social media as the media in teaching pronunciation, particularly in Thailand context. Thus, the students and teacher perception are essentially to be revealed in order to discover the practice of pronunciation in the class. Therefore, this study attempts to fill the lacuna by revealing the utilization of LINE video call for teaching pronunciation using TikTok video, seen from teachers' and students perceptions. The concern of this study is to expose the teacher's perception of the role of the LINE video call application as a medium of communication between teachers and students learning pronunciation using the TikTok application. Also, it makes the triangulation with the student's perception of the use of LINE video call for teaching pronunciation using TikTok video. Therefore, this current study addresses the following research questions: (1) What are the teacher's insights and experiences toward utilizing LINE video call for teaching pronunciation using TikTok video? (2) How do the students perceive the utilization of line video calls for teaching pronunciation using the TikTok video?

## **METHOD**

The research design used in this recent study is a qualitative approach in which the study was done based on descriptive data. Creswell & Creswell (2018) stated qualitative inquiry denotes inductive and exploratory. It exposes and comprehends the meaning of individuals or groups in which the researcher analyzes the aim of the data as the final written report for the study.

This study was conducted at the Ban Huaiduanoi School in Thailand or Elementary School in Thailand. The consideration of selecting the Ban Huaiduanoi School in Thailand is because there is collaborative research between Thailand and one of the Universities in Indonesia in which the author was assigned to that school. The subject of this study was an English teacher and a student of each grade from grades 1, 2, and 3. Thus, the total number of students as research subjects amounted to 3 students. An English teacher was chosen as she employed a popular application named TikTok to teach pronunciation. Meanwhile, Students were selected based on the recommendation of the teacher. It also considers that

the students are interested in using TikTok application for many things including for learning activity. Each English class meeting for grades 1, 2, and 3 was held a virtual meeting using LINE video calls in one class together. The school in Ban Huaiduanoi is not big in capacity due to the school position in remote area, so that the students in grades 1, 2, and 3 have a class with the same topics, materials, and teachers. Thai teachers provide English materials such as writing, speaking, pronunciation and others through TikTok videos and continue with face-to-face meetings virtual using the LINE application. For Thai students who are EFL learners, learning English is hard to understand.

To complete the data in qualitative research, thus semi-structured interviews were conducted. It collects data related to people's opinions, feelings, and beliefs in a particular situation in their words. It is also utilized to aid in comprehending individuals' experiences and the meaning they created towards the issue (Ary et al., 2018). The first semi-structured interview is conducted to reveal teacher perception and their experiences while implementing the LINE video call for teaching pronunciation using the TikTok video. It also investigates the affordances and obstacles from its utilization. To triangulate the results, the second semi-structured interview exposes students' perceptions and experiences during the LINE video call implementation using TikTok.

The interview proceeds for about 25-30 minutes for the teacher and the students. All interviews were recorded to make the data collection process more effective and to prevent distractions in writing notes during the interview process. It used English while interviewing and conducted the interview was done through a LINE video call. Then, the data were transcribed and examined to be explained inductively. Finally, it reflects on phrases, sentences or words generated by the participants in the relevant data, relates them to the research question, summarizes the important understanding from them, and concludes from the results and discussion.

## **FINDINGS**

### **Teacher's Insights and Experiences toward Utilizing LINE Video Call for Teaching Pronunciation Using Tiktok Video**

It addressed several questions related to teachers' perceptions and experiences while implementing the LINE video call for teaching pronunciation using the TikTok video. The responses are divided into their experiences, their benefits, and their constraints. First, the teacher was asked about her reasons for utilizing LINE video call for teaching pronunciation using the TikTok video. She stated that the use of LINE and TikTok is due to the pandemic era, which forced her to have an online class. In addition, one way to motivate the students is by using social media, which is very popular in Thailand; two of them are LINE and TikTok. Thus, the interview answers are revealed as follows:

*Due to the pandemic, face-to-face schools are closed, so I can only teach through LINE and TikTok because it's easy for everyone. Moreover, LINE and TikTok are very popular in Thailand.*

Further, when asked about the steps to teach the students, the teacher said that there are four steps: opening, practicing together, practicing with friends, and presenting the vocabulary/pronunciation with the teacher (individually). Therefore, this interview statement from the teacher could be seen as follows:

*I have 4 step to teach my students: (1) Opening: Tell them about the topic, present vocabulary, conversations, (2) Practice Together: I ask students to repeat the word after me, (3) Practice with Friends: Ask students to practice the pronunciation with his friend, (4) Present the vocabulary/pronunciation with the teacher (individually).*

While implementing those steps, the teacher was also asked about the benefits of implementing LINE video call for pronunciation using the TikTok video. She proposed several benefits of implementing LINE video call by using the TikTok video. As reported by the teacher that the implementation of LINE video call by using TikTok video could enhance speaking skills and build self-confidence. Before using social media, the students are shy to speak up, yet using LINE video call by using TikTok video can trigger them to speak more. The evidence of the teacher's statement is revealed as follows:

*I use CLT (Communicate Language Teaching) because English must to be speak out more than everything, must to be practice with other people, so students not shy. And for the technical benefit maybe usually I only use LINE and TikTok as communication apps with people and entertainment videos only. However, after using these 2 applications to learn the pronouns of my students, I was able to know other benefits of using this application. So it is more able to take advantage of existing technology in accordance with its era.*

*When I teach it at school, students feel embarrassed only some want to follow my instructions, they are embarrassed by other friends. But when they learn to use TikTok and LINE, they become more confident and not ashamed of their friends.*

Apart from the benefits, the teacher also indicated several challenges while teaching the students via LINE and TikTok. In this case, the teacher needs extra time to remind the students about their assignments. Sometimes, a few students forgot about their duties while others did not join the class with LINE due to some problems. Another challenge is to make the students focus on the learning process. For example, some of them may enjoy their toys, drinks, and food. Thus, the teacher has difficulty in controlling the online class. The proof of the interview's results can be seen below:

*Remind students many times to collect worksheets and practice pronunciation videos. Because if they are not reminded, they will forget, then sometimes there are students who do not join the class with LINE, so I have to go to their house one by one and ask what the problem that prevents them from taking online classes. Only some students are willing to listen and follow my pronunciation and instructions, others enjoy learning with toys, drinks and food.*

When asked about preparing the materials, the teacher faces challenges while designing the materials and creating the activity. The teacher takes a much time to edit the video and to make the video attractively. The teacher's statement is provided as follows:

*Yes, because have to prepare and create the activity, create the topic and it takes time to edit the video to deliver it attractively. But it's not a problem, because that's the only way for students to continue to study while the school is still closed.*

Even though the teacher faced many challenges, she was excited because the students are more confident and could improve their pronunciation. It is proved through the score before using LINE, and TikTok is 5.9, while after joining the class through LINE and using Tiktok, the score increases to 8.07. Surprisingly, it is shocking to know that the students enjoy the course and improve their pronunciation skills. The evidence of the interview's results is presented below:

*Yes of course, when they study in class directly, they feel ashamed that not all children want to speak with me. However, after learning pronunciation using TikTok and meeting me on a LINE video call, they were less shy and more confident. All students can and want to practice pronunciation. [Additional Information: pre-student average is 5.9 and Post is 8.07.]*

From the interview results displayed above, it could be drawn that the teacher uses LINE video call and TikTok since those applications are easy to be applied in the online class. It can help her to motivate the students to learn English, especially their pronunciation. The benefits of implementing LINE video call for teaching pronunciation using TikTok video are enhancing speaking skills and building self-confidence. However, the teacher encountered some problems, such as needing extra time to remind the students related to their assignment. It is not easy to make the students focus on the learning process. Moreover, it takes a lot of time to the materials and creates the activity because it needs to edit the video and make it more attractive. Even though the teacher faced many challenges, she was excited because the students are more confident and could improve their pronunciation. It is proved through the score before using LINE, and TikTok is 5.9, while after joining the class through LINE and using Tiktok, the score increases to 8.07. It is surprising to know that the students enjoy the class and improve their pronunciation skills.

### **Students' Perspective to the Utilization of Line Video Call for Teaching Pronunciation Using Tiktok Video**

It has been collected from teachers' insights and experiences toward utilizing LINE video call for teaching pronunciation using the TikTok video. Thus, it is essential to confirm the students' perceptions of using the LINE video call for teaching pronunciation using the TikTok video. It has been collected from the students' representations; three students are involved in this current study.

The first question is related to their perception of the use of LINE video call for teaching pronunciation using TikTok video whether it helps them or not. The students have a positive attitude toward utilizing LINE video call for teaching pronunciation using the TikTok video. They said that it is easy and funny to use it to increase their motivation to study English. Besides, it could help them to improve their English-speaking skills. They reported that they are more interested in joining the class since the application is not dull. Their statements are served below:

*Student 1: TikTok and Line Video can teach speaking and pronouns in an easy and fun way. So it really helps to increase my learning motivation.*

*Student 2: Learning English through TikTok and LINE video calls can improve my English-speaking skills.*

*Student 3: It's fun, it helps my speaking skills and makes me more interested in learning English with TikTok and LINE because it's not boring.*

The positive perceptions could be seen through the benefits they obtained while implementing the LINE video call for teaching pronunciation using the TikTok video. There are several benefits gained by the students, such as they are less shy and more confident. They can study everywhere and anytime. They could be able to practice vocabulary and conversation with friends. It is also fun because



it gives them the confidence to make practice videos that the teacher sends. The proof could be realized as follows:

Student 1: *I can practice by sending videos to the teacher, so it makes me less shy and more confident. Be brave to practice communication and conversation with friends and family.*

Student 2: *I can study anywhere and anytime. After watching the video, there is a desire to practice speaking with the family.*

Student 3: *Being able to practice vocabulary and conversation with friends, it's also fun because it gives you the confidence to make practice videos that are sent to the teacher. Increase vocabulary and be able to know/practice the correct pronunciation of words.*

Unless they perceive more benefits while implementing LINE video call for teaching pronunciation using TikTok video, they also got some problems while joining the online class. It covers technical and academic difficulties. For the technical challenges, they have an internet connection problem, so that they cannot join the course and get the materials. Related to academic issues, they have much homework to do. Thus, they feel that creating the video through TikTok takes much time. The shreds of evidence of students' responses could be revealed as follows:

Student 1: *So a lot of homework from the teacher and takes a lot of time to do it. It takes a lot of time to record pronunciation practice assignments.*

Student 2: *Internet connection and need special attention to understand the material. It must practice more often so that pronunciation and speaking are better so that there is more time to learn.*

Student 3: *Unstable internet connection so that it interferes with concentration during learning. Can't meet face to face in school with teachers, so have to be independent to understand the material on TikTok and LINE. Because I prefer there is direct interaction at school with the teacher, if there are questions about material that are not clear, the teacher can immediately answer without any interference with my internet connection.*

Overall, the students are interested and very excited to join the course because TikTok and LINE video calls help them learn English, especially their pronunciation. They got insight and knowledge to increase their vocabulary through a short video. They also can make use of TikTok as part of their media of learning English. Besides, one of them reported that they could learn independently through LINE video calls because they have enthusiasm for learning by using TikTok. The responses from the students are listed below:

Student 1: *This is my first-time learning English especially pronouns with TikTok and LINE video calls, and I'm very excited.*

Student 2: *Very happy and excited because the teacher teaches a lot of English vocabulary and pronunciation.*

Student 3: *It is fun and helps me to be able to learn English at home independently, in the video there are also interesting pictures and songs that can increase my enthusiasm for learning.*

From the students' interview results, it could be summarized that the students showed their positive perception toward utilizing LINE video call for teaching pronunciation using the TikTok video. They said that it is easy and funny to use it to increase their motivation to study English. Besides, it could help them to improve their English-speaking skills. They reported that they are more

interested in joining the class since the application is not dull. The students gain several benefits. They are less shy and more confident, they can study everywhere and anytime, and they could be able to practice vocabulary and conversation with friends.

Regarding the challenges, it covers the technical and academic problems. For the technical difficulties, they have an internet connection problem so that they cannot join the class and get the materials. Related to academic difficulties, they have much homework to do. Thus, they feel that creating the video through TikTok takes much time. Nevertheless, the students are interested and very excited to join the course because TikTok and LINE video calls help them learn English, especially their pronunciation.

## **DISCUSSION**

Referring to the findings based on research questions, this recent study distinguishes two exciting points: teacher's insights and experiences toward utilizing line video call for teaching pronunciation using TikTok video and how the students perceive the utilization of LINE video call for teaching pronunciation using TikTok video. It includes the affordances and the challenges of teachers and students while implementing the applications for learning pronunciation. From the teacher's perspective, the use of LINE and TikTok is due to its popularity, and it is easy to apply in this current situation (Xu, 2019). It is in line with the previous study done by Zaitun et al. (2021) that the TikTok application makes it easier for the students and teachers to obtain information. The students are excited to use TikTok since they can learn English in a modern way. Previous studies have also showed that a number of the EFL learners alleged that the application of social media combined with short videos could aid advance their English communication competence acquisition through self-regulated learning mode with the widespread topics shared by English teachers (Otchie & Pedaste, 2020; Xiong & Zhou, 2018).

In utilizing LINE video calls using TikTok, the teacher has several steps to follow, including opening, practicing together, practicing with friends, and presenting pronunciation with the teacher (individually). This step is in accordance the previous study done by Xiuwen & Razali (2021) who stated that teachers need to use at least three learning sessions to teach students how to use this popular online language learning tool and provide instructions on how to implement this teaching and learning plan. In addition, innovative teaching procedures are involved: introductions, watching authentic samples, and creating self-recorded videos. In this case, the first step is familiarization, where students are taught to get to know the TikTok language learning tool by watching some sample videos. The second step is to watch authentic samples. After grasping the basic skills of using TikTok tools and managing some samples, students must do their first task of making English recorded videos via TikTok. Assignments consist of creating a short 30 to 60-second video, in which students can choose one topic they are interested in expressing in English via the TikTok platform.

Based on the findings, the teacher gains many benefits from implementing LINE video call for teaching pronunciation using TikTok video while implementing those steps. As reported by the teacher that implementing LINE video call by using TikTok video could students' confidence in speaking skills (Al- Yaari, 2013; Zaitun

et al., 2021). Apart from the benefits, the teacher also indicated several challenges while teaching the students via LINE and TikTok. In this case, the teacher is required to deal with the limited time to prepare the materials. This is in line with the study by Hirschel (2021) that the teachers face several challenges during online classes including the effort to produce an effective materials and it takes much time to do that. Besides, the teacher has difficulty controlling the online class (Dennis, 2021; Gufron & Rosli, 2021). This finding is in in line with the study by Lee & Yin (2021) who reported that the Chinese secondary teacher had the difficulty to make the students focus in online learning and engage with the technology. Thus, she proposed that it should find another way to control the students in online classes. Sometimes, a few students forgot about their assignments while others did not join the class with LINE due to some problems such as internet connection (Gufron & Rosli, 2021; Johnson et al., 2016). Another challenge is to make the students focus on the learning process. It correlates to the study done by Kanoksilapatham (2021) reported that the students agreed that online learning was somehow helpful, and they were not under pressure to study online. However, upon closer inspection, their responses to the item regarding "online lessons keep their attention and keep them focused" clearly showed that online learning does not look as if to be successful, with the lowest average score of only 2.85. This finding seems to corroborate previous findings that most participants do not access all lessons online. Even though the teacher faced many challenges, she was excited because the students were more confident and could improve their pronunciation. Surprisingly, it is surprising to know that the students are enjoying the class and can improve their pronunciation skills (Al Arif, 2019).

It has been discussed the teacher experiences of implementing LINE video calls using TikTok video. Thus it is essential to deliberate the student's perception of the use of TikTok video in their classroom. The students have a positive attitude toward utilizing LINE video call for teaching pronunciation using the TikTok video. They said that it is easy and funny to use it to increase their motivation to study English (Xu, 2019). Besides, it could help them to improve their English-speaking skills. They reported that they are more interested to join the class since the application is not boring. These findings are in harmony with the previous studies done by Al Fadda (2020), Sherine et al. (2020), and Nurani & Widiati (2021). They stated that popular social media applications such as Instagram, WhatsApp, and Weblog make students are interested in learning English. They showed a positive attitude towards the utilization of these applications.

The students gain several benefits, such as they are less shy and more confident (Al- Yaari, 2013). Besides, they can study everywhere and anytime using a mobile device to learn (Gufron & Rosli, 2021). In this case, they could practice vocabulary and conversation with friends, and it is also fun because it gives them the confidence to make practice videos that the teacher sends. Unless they perceive more benefits while implementing the LINE video call for teaching pronunciation using the TikTok video, they also got some problems while joining the online class (Dennis, 2021). It covers technical and academic issues. For the technical difficulties, they have an internet connection problem, so that they cannot join the class and get the materials clearly (Efriana 2021, as cited in Ardiyansah 2021;

Johnson et al., 2016). Related to academic difficulties, the students have many tasks to do in online classes. It is in line with the previous study done by Budianto & Arifani (2021) that students and teachers have burden with the high-volume of online tasks. Thus, they feel that creating the video through TikTok takes much time. The students are interested and very excited to join the course because TikTok and LINE video calls help them learn English, especially their pronunciation. They got insight and knowledge to increase their vocabulary through a short video (Zaitun et al., 2021). They also can make use of TikTok as part of their media of learning English. Therefore, it could be summarized that English language learners showed their positive attitudes towards the utilization of TikTok in their learning process (Haerazi et al., 2020; Yunus et al., 2019).

## CONCLUSION

From the explorations above, two points could be highlighted based on the research questions—the first point related to the teacher's perceptions of utilizing LINE video calls using TikTok video. From the teacher's perspective, the benefits of implementing LINE video call using TikTok video are increasing their vocabulary and building self-confidence in speaking English. Meanwhile, the problems are that the teacher has a lot of time to remind the students related to their assignment, it is difficult to make the students focus on the learning process. Moreover, it takes a lot of time to the materials and creates the activity because it needs to edit the video and make it more attractive. Nevertheless, even though the teacher faced many constraints, she was excited because the students were more confident and could improve their pronunciation. The second point is related to the student's perception; it is shown that they gain positive perception toward utilizing LINE video call for teaching pronunciation using TikTok video. For instance, they can increase their motivation and improve their pronunciation. They are more confident in speaking English. They are more interested in joining the class since the application is not boring, and they can study every time and everywhere. Regarding the challenges, they have an internet connection problem and have much homework to do, so they feel that creating the video through TikTok takes much time.

Nevertheless, the students are interested and very excited to join the course because TikTok and LINE video calls help them learn English, especially their pronunciation. Further study is highly recommended to explore other potential use of LINE video call using TikTok video in teaching other skills such as writing or speaking. It needs to include a more extensive subject of research to approve the possible use of this application as a forthcoming learning and teaching tool.

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## Call for Paper

Celtic: A Journal of Culture, English Language Teaching, Literature, & Linguistics is a peer reviewed academic journal managed by the English Language Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Malang. It is published twice a year, in **June** and **December**. We welcome articles in the form of research reports or library research on English Language Teaching, Literature, Linguistics, and Culture. Generally, all manuscript received between December-May are allocated for June Edition, while those received between June-November are for December Edition. ISSN 2356-0401 (print), 2621-9158 (online); the article submission and publication are free of charge. CELTIC has been indexed in DOAJ, SINTA (Sinta 3), Google Scholar, BASE, Crossref, Garuda, Dimension, ROAD, and Harvard Library.

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## METHOD

### Subheading Level 1

#### *Subheading Level 2*

## FINDINGS

### Subheading Level 1(Research Question #1)

#### *Subheading Level 2*

### Subheading Level 1(Research Question #2)

#### *Subheading Level 2*

**Table 1.** Table format

Table Head	Table Column Head		
	<i>Table column subhead</i>	<i>Subhead</i>	<i>Subhead</i>
copy	More table copy <sup>a</sup>		

<sup>a</sup>. Sample of a Table footnote. (*Table footnote*)

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**Figure 1.** Example of image information

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## CONCLUSION

## ACKNOWLEDGMENT

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- American Psychological Association. (2021). This is an example of a reference taken from a website. Retrieved from <http://apa.org/ethics/code/index.aspx>
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- Creswell, J. (2020). This is an example of a reference taken from a book (4th ed.). Boston: Pearson Education Inc.

## **APPENDIX**

**(If any)**



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