TABLE OF CONTENTS

Students' perceptions toward the influence of teachers' attitudes on English learning achievement

Aisyah Nur Fadhilah[1*], **Silih Warni**[2]

[1]English Language Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Prof. DR. HAMKA, Indonesia; email: nurfadhilahaisyah@gmail.com
[2]English Language Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Prof. DR. HAMKA, Indonesia; email: silihwarni@uhamka.ac.id

ABSTRACT

This study investigates students' perceptions of the influence of teachers' attitudes on their English learning achievement in senior high schools. Employing a qualitative research design, data were gathered through observations and semi-structured interviews with nine students from a senior high school in Jakarta. The analysis revealed four key themes: Teachers' Attitudes and Student Confidence, Adaptability in Teaching, Creating Positive Learning Environments, and Impact on Learning Achievement. The findings showed that positive teacher attitudes significantly boost student confidence, while negative attitudes diminish enthusiasm for learning. Adaptability in teaching methods, including the integration of technology and varied learning resources, was found to enhance student engagement. Additionally, creating positive and supportive learning environments through engaging teaching strategies, such as games and discussions, fostered student interest and motivation. Constructive feedback and practical language skills development were linked to improved academic performance and language proficiency. The study underscores the critical role of positive teacher attitudes and student-centered approaches in facilitating successful English language acquisition, highlighting the importance of fostering supportive and engaging learning environments to enhance students' academic achievements and language proficiency.

Keywords: Learning Achievement; Teachers' Attitudes; EFL; Students' Perceptions

INTRODUCTION

English as a teaching language at educational institutions across the world is a growing phenomenon, especially in countries where English is not the native language. Individuals acquire proficiency in English for various purposes. In actuality, English has attained global status, emerging as the predominant language for international communication. Consequently, there is a heightened emphasis, particularly from parents, on ensuring that their children acquire English language skills through education. In this context, proficiency in English has become a crucial determinant of students' competitiveness in the contemporary globalized and modern society. Improving the quality of education is essential to prepare students for a competitive era in which foreign nations are making inroads into Indonesia through innovation. Teachers must cultivate the skills and abilities of the younger generation, including proficient communication skills, especially the mastery of foreign languages in the field of education. This is essential to enable students to thrive in a society characterized by

international competition (Nurdiawati, 2019; Rao, 2019; Byram & Wagner, 2018). People will face many problems if they do not equip themselves with the necessary skills. In the 21st century, a team of psychologists recognizes that individuals should focus their mental energy on the positive aspects of their experience.

Learning achievement is an aspect that can be used as a measure of a student's ability to achieve learning objectives (Marlina et al., 2019; Rafiola et al., 2020; Hartikainen, et al., 2019). The academic achievement of students was positively and strongly connected with the attitude of teachers (Madukwe et al., 2019; Engin, 2020). The impact of learners' positive and negative emotions in the classroom on their performance in a foreign language is significant, as demonstrated in meta-analyses by (Botes et al., 2020). This underscores the importance of recognizing these emotions and challenging the prevailing cognitive perspectives dominating the field of foreign language learning. Acquiring a new language, especially one different from the learners' native language, can be a source of considerable stress and difficulty. Various factors, including the learning environment, native language, age, and gender, contribute to the language learning process. Additionally, elements like self-efficacy, attitudes towards learning, engagement, and anxiety also exert influence on the acquisition of a second or foreign language (Liu et al., 2022).

Attitudes are the most significant aspects of social existence. Experts in education recognize the pivotal role that attitudes play in the educational development of individuals (Ju et al., 2022). Moreover, an attitude is a person's view which has affective, cognitive, and behavioral components (Kurniawati et al., 2017). Attitude is a crucial determinant of an individual's behavior, characterized as a general positive or negative feeling toward psychologically relevant objects (Gürsoy, 2016). Bogardus (1931) as cited in Saidouni and Bahloul (2016) described attitude as a tendency to react either positively or negatively to something in the environment, assigning it a corresponding value. Attitudes play a central role in shaping teachers' classroom approaches and methods, subsequently impacting students' emotions and academic adjustment (Birman & Tran, 2017). Among these factors, Bajaj and Devi (2021) identified motivation and attitude as the most important elements influencing learners' academic achievements.

According to Noreen et al, (2015), attitude is an important element in the process of learning a foreign language. Teachers who hold positive attitudes towards diversity can encourage their students to develop similar attitudes toward others. Positive attitudes are reflected in teachers' daily habits and the classroom atmosphere they create. Conversely, negative attitudes from teachers can have a detrimental effect on students' character and success (Kustati et al., 2020). According to Saloviita, (2022), positive experiences were correlated with a positive change in attitude, and negative experiences were correlated with a negative change in attitude. Moreover, even when teachers' experiences were more often positive than negative, the attitude change of classroom and subject teachers was usually in the negative direction. A positive and supportive teacher's attitude has a beneficial effect on the student's behavior and attitude (Lee, 2019). Specifically, if a teacher expresses a disheartening attitude towards students or a particular language, like English, students are less inclined to exhibit interest in learning that language. As a result, their motivation decreases, leading to a sense of demotivation. Considering this, when teachers make negative comments, display disinterest, or lack enthusiasm, students are more likely to exhibit reluctance toward English as the medium of instruction (Takase et al., 2019). The attitude displayed by a teacher in an English-medium instruction class can greatly impact the emotions of students studying the language. Teachers' positive attitudes have the potential to generate enjoyable experiences, leading to increased motivation for learning when English is employed as the instructional medium. It has been observed that teachers' positive remarks regarding the advantages of engaging with current courses and their relevance to future career opportunities contribute to students experiencing greater satisfaction and heightened

motivation to delve into those specific subjects (Malhotra et al., 2021). Furthermore, understanding how attitudes change with instructional level would make it possible to support educational development throughout the school years (Guillemot et al., 2022).

Perception refers to the impression an individual gathers through the senses and subsequently processes through analysis (organization), interpretation, and evaluation, leading to the extraction of meaning (Sekeon et al., 2022). Students' perception pertains to how they view their teacher's personality, attitudes, emotions, experiences, and expectations, as well as their assessment of the teacher's or lecturer's competence in teaching (Jumiaty & Kuswoyo, 2023). Additionally, students' perception of learning English is shaped by their expectations and experiences during the learning process. These perceptions and expectations are further molded by the students' encounters with English learning in their school environment. Given this explanation, it becomes evident that both perception and students' perception of learning English offer educators and learners insights interpreted from their perspectives. Consequently, teachers can adapt and enhance their teaching strategies or styles to effectively meet the learning objectives (Khrismaninda & Refnaldi, 2021).

In alignment with previous research, this study examines teachers' attitudes toward students' English achievement. Kurnia (2018) conducted the correlation between teachers' friendly demeanor and students' speaking proficiency. Through administering questionnaires and analyzing final examination scores, this research assesses 26 statements reflecting teachers' friendliness within and beyond the classroom, focusing on indicators such as qualification and efforts to cultivate a supportive learning environment. The findings reveal a robust positive correlation between teachers' friendly attitudes and students' speaking proficiency, as evidenced by a correlation coefficient (rxy) of 0.677, exceeding the critical value for significance. This strong correlation underscores the importance of maintaining a friendly teaching demeanor to bolster students' speaking achievement, emphasizing the pivotal role of teacher-student interactions in language learning. Another study was conducted by Ardianti (2022). The study found that students generally have positive perceptions of their English teachers' performance, which is crucial for learning achievement. This conclusion was drawn from the mean scores of various performance aspects. Specifically, students rated their teachers' lesson planning positively at 78.8%, indicating a high quality. Teaching techniques received a lower rating of 54%, categorized as adequate. The use of questioning by teachers was rated at 49%, and teaching aids at 59%, both perceived positively. Demonstration activities were highly rated at 74%, while evaluation techniques received at 57% rating, and co-curricular activities were rated at 42%, still within a positive perception range. Overall, the majority of teacher performance indicators were positively evaluated by the students, reflecting a favorable view of their teachers' effectiveness. These positive perceptions are essential, as they likely contribute to higher student motivation and engagement, which are key factors in achieving academic success in English learning. Based on the previous research, this study aims to examine students' perceptions toward the influence of English as a foreign language teachers' attitudes on English learning achievement in senior high schools and addresses the following research question: What are students' perceptions about the influence of teachers' attitude toward English learning achievement?

This study can add depth to the existing body of knowledge in the field of EFL pedagogy. By addressing gaps in understanding the link between teacher attitudes and students' perceptions in language learning, it contributes to the scholarly discourse, offering insights for further research and academic development in the field. Theoretically, this study makes a significant contribution by exploring the nuanced relationship between teacher attitudes and English learning achievement from a psychological perspective. It helps to expand the understanding of how teachers' behaviors and attitudes affect students' perceptions, motivation, and ultimately, their academic success. The research

provides valuable insights into the dynamics of teacher-student interaction and sheds light on the psychological mechanisms underlying effective learning environments.

METHODS

Research Design
This method uses a qualitative design to gain an in-depth understanding of students' perceptions of learning English. The first phase of a qualitative descriptive study is to begin with the collection of the data (Taylor et al., 2015). Data were collected from a variety of sources, including observation, interviews, and audio-visual materials. In this study, interviews were employed specifically to assess students' perceptions during their classroom interactions (Hamzah, 2023). The next step was the data analysis process. The data from the interviews was analyzed and organized into categories using deductive coding methods, in accordance with the themes identified (Miles et al., 2014). This qualitative study aims to clarify non-quantitative or descriptive data, focusing on a research technique that produces descriptive data in written or spoken form. The data were gathered from recorded conversations with students learning English. A total of nine students across different grade levels at a state Senior High School in Jakarta participated in the study as respondent. The nine students are labelled S1, S2, S3, S4, S5, S6, S7, S8, S9. Subsequently, the final step is drawing conclusions, which are derived after a comprehensive analysis of all available data.

Research Instrument
This study aims to explore the influence of teachers' attitudes on students' English learning achievement in senior secondary schools. To answer this, the researchers used qualitative methods, using two main instruments for data collection: observations and interviews. Observations were conducted three times, focusing on students' activities during English learning sessions to understand how teachers' attitudes affect their engagement and behavior. In addition, semi-structured interviews with nine students were conducted, each lasting about thirty minutes, to gather detailed insights into their perceptions of the teacher's attitude and its impact on their learning. Data were analyzed using deductive coding to identify key themes and draw conclusions about the relationship between teachers' attitudes and students' learning outcomes. The following is an image of the flow chart of the research that the researcher conducted.

Figure 1. Flowchart of the research
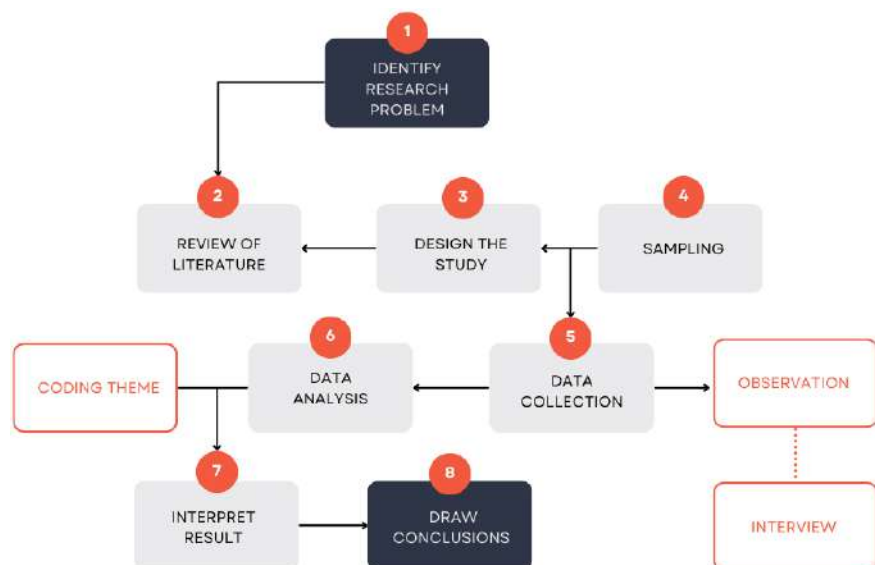
RESULTS AND DISCUSSION

This section presents the findings obtained from the observations and semi-structured interviews conducted with nine students regarding the research questions: What are students' perceptions of the influence of teacher attitudes on English learning achievement? Observations were conducted over several sessions, focusing on different aspects of teacher attitude and its influence on student achievement. Observation involved closely monitoring students during English learning sessions to understand how the teacher's attitude influenced their behavior and engagement. In particular, the researcher focused on the interaction between the teacher and students, noting the tone of communication, the teacher's attitude, and the students' responses. Observations were made several times to capture various classroom dynamics and teaching styles. In addition, researchers also paid attention to non-verbal cues, such as body language and facial expressions, to gain deeper insights into students' experiences.

The Effect of Teacher Attitude on Student Motivation
The results show that teacher attitude plays an important role in increasing students' motivation and engagement in learning. Teachers who show high enthusiasm for the subject succeed in creating a dynamic and interesting classroom atmosphere, which in turn increases students' motivation to be actively involved in the teaching and learning process.

Positive reinforcement is one of the most effective strategies implemented by teachers in this study. Teachers often provide verbal praise, supportive comments, and recognition of students' progress. Examples of positive reinforcement include:
1. Verbal praise, such as "Good job!" or "I am proud of your effort."
2. Supportive comments that recognize the student's effort even if the results are not perfect, such as "You tried well, let's try again."
3. Recognition of achievements, for example by giving awards or displaying student work on the class bulletin board.

These practices create a supportive classroom environment where students feel valued and motivated to keep trying.

Respect and Positive Approach
Teachers treat students with respect and create an environment of understanding and patience. This attitude is especially important when students encounter difficult concepts or when they make mistakes. The teacher's positive approach makes students feel comfortable to ask questions and not afraid to make mistakes, which is an important part of the learning process.

Teachers also provide constructive feedback regularly. This feedback helps students understand their mistakes and provides direction on how to correct them. Thus, students can learn from their mistakes and improve themselves.

Numerous studies have shown that teachers' positive attitudes, including enthusiasm, support, and appreciation, have a strong correlation with students' academic achievement. According to a study by Hidayah (2021), teacher enthusiasm can increase students' engagement in learning and improve their academic achievement. Teachers' positive attitudes create a pleasant environment and motivate students to learn more.

Student Motivation and Engagement
Observations of the students showed that their motivation and engagement in the lessons were very high. Students showed confidence in using English, with many actively speaking and interacting in the language. This suggests that a positive classroom environment and support from teachers play an important role in boosting students'

confidence.

Students' interest in continuing to learn and improve their English skills is also evident. They show continuous motivation which is encouraged by the positive attitude of the teacher. This reflects that when students feel supported and valued, they are more motivated to learn and perform better academically.

Respect and emotional support from teachers are also very important for creating a safe and supportive learning environment. Le and Le (2022) found that positive teacher-student relationships, characterized by respect and emotional support, can increase student engagement and reduce behavioral problems. When students feel respected and supported, they are more likely to actively participate in learning and demonstrate positive behavior.

The findings provide valuable insights into how positive teacher attitudes can create a better learning environment, ultimately improving student achievement. Teachers who are enthusiastic, supportive and provide constructive feedback can help students feel more motivated and confident in their learning. When students feel supported and valued, they are more likely to perform better academically. Therefore, it is important for teachers to continuously develop positive attitudes and effective reinforcement strategies to maximize students' learning potential.

Previous research has consistently shown that positive teacher attitudes, including enthusiasm, appreciation, emotional support and constructive feedback, have a significant impact on student motivation and achievement. These findings are in line with recent observations that teachers who show enthusiasm and provide positive support can create a supportive learning environment, which in turn increases students' motivation and academic achievement. Thus, it is important for educators to continue developing positive attitudes and effective reinforcement strategies to maximize students' learning potential.

Teacher Attitude and Student Confidence

The interview results highlighted that teachers' attitudes significantly affect students' level of confidence in learning English. S3 emphasized how receiving praise from their English teacher boosted their confidence, while S2 pointed out that positive reinforcement helps students feel valued. In contrast, S9 shared experiences where negative teacher attitudes, such as authoritarianism or ignorance, led to a decrease in confidence and motivation among students.

> S3: *"When my English teacher praises my achievements, I feel more confident to study."*
> S2: *"With a positive and supportive attitude, students feel valued, and students become more confident."*
> S9: *"I once had an English teacher whose attitude was rather ignorant. His attitude made my classmates lazy to learn English with him."*

Adaptability in Teaching

The interviews conducted highlighted the importance of teachers being able to adapt their teaching methods to meet students' changing needs and preferences. S2 and S4 mentioned how changes in teachers' attitudes and teaching methods over time can have a positive impact on students, especially with the integration of new technologies. In addition, S7 emphasized the importance of providing diverse learning resources, such as multimedia materials and interactive activities, to accommodate different learning styles and preferences.

> S2: *"Teachers can utilize technology such as computers, tablets, or language learning apps to make learning more interesting and interactive."*

> *S4: "Due to the times and curriculum changes, English teachers are changing their teaching methods, and this has a positive impact on students."*
>
> *S7: "By providing additional resources, such as interesting reading materials, audio, or video, learning becomes more interesting."*

The literature shows that the ever-evolving educational landscape requires teachers to be adaptive and innovative in their teaching methods. Previous research revealed that integrating technology, using multimedia resources, and adopting interactive teaching approaches can improve student engagement and learning outcomes (Eden et al., 2024). In addition, research conducted by (Ramzan et al., 2023) explains the emphasis on providing diverse resources, including multimedia materials and interactive activities, underscores the importance of catering to individual preferences, thus creating a more inclusive and engaging learning environment. By adapting to new methods and technologies, teachers can develop dynamic and effective learning environments that meet the needs of diverse students. The implication of this research is that teacher education and training systems should support continuous professional development and encourage innovation in teaching.

Creating a Positive Learning Environment

Interviews emphasized the importance of building positive relationships between teachers and students and creating a relaxed and engaging learning environment. S8 highlighted the role of teacher attitude in creating a conducive learning atmosphere, while S6 emphasized the importance of maintaining a relaxed yet serious environment. In addition, S1 discussed the effectiveness of interesting teaching strategies, such as games, discussions and real-life practice, in maintaining students' interest and enthusiasm.

> *S8: "Teachers' attitudes play an important role in creating a positive and conducive learning environment."*
>
> *S6: "The environment is not too tense, or relaxed but serious. The point is that teachers and students are relaxed and enjoy each other's company during the lesson."*
>
> *S1: "Organizing small games and getting prizes can make the learning environment more conducive and positive."*

Previous research also mentions that the relationship between students and teachers is crucial as they share the same responsibility for the successful implementation of the teaching and learning process (Reyes & Torio, 2021). Positive teacher-student relationships and an engaging learning environment are essential for promoting student motivation and academic achievement. Teachers who build positive relationships, create a relaxed atmosphere, and implement interactive teaching strategies can increase student engagement and foster a love for learning English (Wang et al., 2024). The implications of these findings suggest that teacher training should include the development of interpersonal skills and strategies to create a positive learning environment. By prioritizing student well-being and actively engaging students in the learning process, teachers can create a positive learning environment that supports student success.

Impact on Learning Achievement

Interviews emphasized the link between teachers' positive attitudes and enhanced learning experiences, leading to improved academic performance and language proficiency. S4 highlighted the role of teachers' positive attitudes in improving academic performance, while S6 emphasized the importance of practical skills and feedback in the development of language proficiency. In addition, S8 mentioned that feedback and corrections provided by teachers smoothen the learning process and improve language proficiency.

> *S4: "Teachers' positive attitudes play an important role in enhancing the learning experience, leading to improved academic performance and language proficiency."*
> *S6: "Emphasizing speaking, listening and real-world application of English skills improves learning outcomes."*
> *S8: "Providing constructive feedback and correction facilitates continuous improvement in language proficiency."*

Studies show that positive teacher attitudes, practical skill development and constructive feedback are important factors in facilitating students' learning achievement in English. Feedback helps in understanding students' current performance and expected outcomes (Al Maharma & Abusa'aleek, 2022). Teachers who prioritize creating engaging learning experiences, focus on practical language skills, and provide timely feedback can effectively support students in their language learning journey. These findings are in line with previous research that emphasizes the importance of practical skills and feedback in improving learning outcomes (Wang et al., 2024). The implication of these findings is that teachers' professional development should include training in providing effective feedback and strategies for developing practical language skills.

Overall, the findings underscore the importance of teacher attitudes and teaching practices in facilitating students' learning and achievement in English. The corroboration of these findings with relevant literature and more in-depth discussion shows how this research fits with, adds to, or differs from existing research. This provides a stronger context and strengthens the arguments put forward in this journal.

CONCLUSION

The study shed light on the profound influence of teachers' attitudes on English learning achievement. Positive reinforcement from teachers emerged as crucial for boosting student confidence, while negative attitudes, such as authoritarianism, were found to undermine student enthusiasm for learning. The importance of teachers adapting their methods to meet evolving student needs, fostering positive relationships, and creating engaging learning environments was emphasized. Furthermore, the link between positive teachers' attitudes and enhanced learning experiences, leading to improved academic performance and language proficiency, underscored the critical role of educators in shaping student outcomes in English learning. Overall, this study emphasizes the significance of positive teachers' attitudes and student-centered approaches in facilitating successful English language acquisition.

CONFLICTS OF INTEREST

The authors declare that there is no conflict of interest regarding the publication of this paper.

AUTHOR CONTRIBUTIONS

Fadhilah, A. N.: Conceptualization (lead), methodology (lead), writing – original draft (lead), review (supporting), editing (supporting), securing funding. Warni, S.: Conceptualization (supporting), methodology (supporting), writing – original draft (lead), review (lead).

REFERENCES

Al Maharma, H., & Abusa'aleek, R. (2022). Teachers' feedback and students' academic achievement. *International Education Studies, 15*(6), 65. https://doi.org/10.5539/ies.v15n6p65

Ardianti. (2022). Students' perception toward english teachers' performance at State Senior High School 2 Bukit Batu*. In University of Sultan Syarif Kasim Riau* (Issue 8.5.2017). https://repository.uin-suska.ac.id/58616/

Bajaj, M., & Devi, S. (2021). Attitude of secondary school students towards science in relation to academic achievement, gender and type of school. *MIER Journal of Educational Studies Trends & Practices, 11(1), 82–92.* https://doi.org/10.52634/mier/2021/v11/i1(a)spl/1908

Birman, B. D., & Tran, N. (2017). When worlds collide: Academic adjustment of Somali Bantu students with limited formal education in a U.S. elementary school. *International Journal of Intercultural Relations, 132–144.* https://doi.org/10.1016/j.ijintrel.2017.06.008

Botes, E., Dewaele, J.-M., & Greiff, S. (2020). The foreign language classroom anxiety scale and academic achievement: An overview of the prevailing literature and a meta-analysis. *Journal for the Psychology of Language Learning, 2(1), 26–56*. https://doi.org/10.52598/jpll/2/1/3

Byram, M., & Wagner, M. (2018). Making a difference: Language teaching for intercultural and international dialogue. *Foreign Language Annals, 51*(1), 140-151. https://doi.org/10.1111/flan.12319

Eden, C.A., Chisom, O. N & Adeniyi, I. S. (2024). Harnessing technology integration in education: Strategies for enhancing learning outcomes and equity. *World Journal of Advanced Engineering Technology and Sciences*, 11(2), 001–008. https://doi.org/10.30574/wjaets.2024.11.2.0071

Engin, G. (2020). An Examination of primary school students' academic achievements and motivation in terms of parents' attitudes, teacher motivation, teacher self-efficacy and leadership approach. *International Journal of Progressive Education, 16*(1), 257-276. https://eric.ed.gov/?id=EJ1244883

Guillemot, F., Lacroix, F., & Nocus, I. (2022). Teachers' attitude towards inclusive education from 2000 to 2020: An extended meta-analysis. *International Journal of Educational Research Open, 3(June), 100175*. https://doi.org/10.1016/j.ijedro.2022.100175

Gürsoy, A. (2016). Teacher's attitudes toward multicultural education according to some variables: native or foreign. *Romanian Journal of Experimental Applied Psychology, 7, 60–72.* https://doi.org/10.15303/rjeap.2016.v7i2.a5

Hamzah, I. (2023). Students' Perception during Negotiation of Meaning in Unfocused and Focused Tasks. *English Learning Innovation, 4(1), 1–11. https*://doi.org/10.22219/englie.v4i1.22513

Hartikainen, S., Rintala, H., Pylväs, L., & Nokelainen, P. (2019). The concept of active learning and the measurement of learning outcomes: A review of research in engineering higher education. *Education Sciences, 9*(4), 276. https://doi.org/10.3390/educsci9040276

Hidayah, U. (2021). The role of the teacher in shapeing student learning behavior in Arabic learning. *International Journal of Islamic Education, Research and Multiculturalism (IJIERM), 2(*3), 178–186. https://doi.org/10.47006/ijierm.v2i3.42

Jumiaty, A. A., & Kuswoyo, H. (2023). Undergraduate students' perceptions towards lecturer's classroom management in the Indonesian tertiary context. *Linguistics and Literature Journal, 4(1), 89–99.* https://doi.org/10.33365/llj.v4i1.3252

Khrismaninda, E. R., & Refnaldi. (2021). An analysis of students' perception and motivation in learning English by using Google Classroom during covid-19 pandemic in the eleventh graders at Sma N 1 Kec. Payakumbuh. *Journal of English Language Teaching, 10(4), 588–598.* https://doi.org/10.24036/jelt.v10i4.114911

Kurnia, N. (2018). The correlation between teachers' friendly attitude and students' speaking achievement. *Linguistic, English Education and Art (LEEA) Journal, 2(1), 19–29.* https://doi.org/10.31539/leea.v2i1.300

Kurniawati, F., de Boer, A. A., Minnaert, A. E. M. G., & Mangunsong, F. (2017). Evaluating the effect of a teacher training programme on the primary teachers' attitudes, knowledge and teaching strategies regarding special educational needs. Educational Psychology, 37(3), 287–297. https://doi.org/10.1080/01443410.2016.1176125

Kustati, M., Yusuf, Y. Q., Hallen, Al-Azmi, H., & Sermal. (2020). EFL teachers' attitudes towards language learners: A case of multicultural classrooms. International Journal of Instruction, 13(1), 353–370. https://doi.org/10.29333/iji.2020.13124a

Le, X. M., & Le, T. T. (2022). Factors affecting students' attitudes towards learning english as a foreign language in a tertiary institution of Vietnam. *International Journal of TESOL & Education, 2*(2), 168–185. https://doi.org/10.54855/ijte.22229

Lee, J. S. (2019). Teacher as change agent: attitude change toward varieties of English through teaching English as an international language. *Asian Englishes, 21*(1), 87–102. https://doi.org/10.1080/13488678.2018.1434396

Liu, X., Zhao, L., & Su, Y. S. (2022). Impact of parents' attitudes on learning ineffectiveness: the mediating role of parental self-efficacy. *International Journal of Environmental Research and Public Health, 19*(1). https://doi.org/10.3390/ijerph19010615

Madukwe, P., Onwuka, U., & Young Nyejirime, W. (2019). Teachers' attitude as a correlate of students' academic performance. *International Journal of Research and Innovation in Social Science, 3*(1), 2454–6186.

Malhotra, M., Yu, S. Y., Lakshmipathy, N., Rajkumar, A., & Goyal, C. (2021). Withdrawn: a fuzzy analysis of teacher's attitude affect student's performance and personality development. *Materials Today: Proceedings.* https://doi.org/10.1016/j.matpr.2020.11.497

Marlina, M., Hendrawati, T., & Kusumastuti, G. (2019). Teachers' attitude towards the learning achievement of students with learning disabilities in inclusive schools. *Journal of ICSAR, 3(1), 32–36.* https://doi.org/10.17977/um005v3i12019p032

Miles, M. B., Huberman, A. M., & Saldana, J. (2014). Qualitative data analysis. SAGE Publications.

Noreen, S., Ahmed, M., & Esmail, A. (2015). Role of students' motivation, attitude and anxiety in learning English at intermediate level in Pakistan: A Gender Based Study. *Educational Research International, 4*(2), 96–108. https://rsisinternational.org/journals/ijriss/Digital-Library/volume-3-issue-1/205-209.pdf

Nurdiawati. D. (2019). Persepsi siswa terhadap pembelajaran bahasa Inggris berbasis lagu di SD Negeri 1 Jatisawit. *Dialektika Jurnal Pemikiran Dan Penelitian Pendidikan Dasar, 9(1), 159–170.* https://doi.org/10.58436/jdpgsd.v9i1.402

Rafiola, R., Setyosari, P., Radjah, C., & Ramli, M. (2020). The effect of learning motivation, self-efficacy, and blended learning on students' achievement in the industrial revolution 4.0. International Journal of Emerging Technologies in Learning (iJET), 15(8), 71-82. https://www.learntechlib.org/p/217073/

Ramzan, M., Javaid, Z. K., Kareem, A., & Mobeen, S. (2023). Amplifying classroom enjoyment and cultivating positive learning attitudes among ESL learners. *Pakistan Journal of Humanities and Social Sciences, 11(2), 2298–2308.* https://doi.org/10.52131/pjhss.2023.1102.0522

Rao, P. S. (2019). The importance of speaking skills in English classrooms. Alford Council of International English & Literature Journal (ACIELJ), 2(2), 6-18. www.acielj.com

Reyes, R. D. G., & Torio, V. A. G. (2021). The relationship of expert teacher-learner rapport and learner autonomy in the CVIF-Dynamic learning program. *Asia-Pacific Education Researcher, 30(5), 471–481.* https://doi.org/10.1007/s40299-

020-00532-y

Saidouni, K., & Bahloul, A. (2016). Teachers and students' attitudes towards using mobile-assisted language learning in higher education. *Arab World English Journal (AWEJ) Special Issue on CALL, 3, 123–140.* http://dx.doi.org/10.2139/ssrn.2822983

Saloviita, T. (2022). Teachers' Changing Attitudes and Preferences around Inclusive Education*. International Journal of Disability, Development and Education, 69(6), 1841–1858*. https://doi.org/10.1080/1034912X.2020.1828569

Sekeon, E., Rombepajung, P., & Kumayas, T. (2024). STUDENTS' PERCEPTION TOWARD ENGLISH SONG AS A LEARNING MEDIA OF LISTENING COMPREHENSION. *JoTELL : Journal of Teaching English, Linguistics, and Literature, 1(1), 23-43.* https://doi.org/10.36582/jotell.v1i1.3290

Ju, S.Y., Ibrahim, M., & Saad, N.M. (2022). The Impact of Attitude Towards Mandarin as A Foreign Language Achievement. Al-Azkiyaa - Jurnal Antarabangsa Bahasa Dan Pendidikan, 1(2), 115–122. https://doi.org/10.33102/alazkiyaa.v1i2.31

Takase, M., Niitani, M., Imai, T., & Okada, M. (2019). Students' perceptions of teaching factors that demotivate their learning in lectures and laboratory-based skills practice. International Journal of Nursing Sciences, 6(4), 414–420. https://doi.org/10.1016/j.ijnss.2019.08.001

Taylor, S. J., Bogdan, R., & DeVault, M. L. (2015). introduction to qualitative research methods: A guidebook and resource. Wiley.

Wang, Y., Xin, Y., & Chen, L. (2024). Navigating the emotional landscape: Insights into resilience, engagement, and burnout among Chinese High School English as a Foreign Language Learners. Learning and Motivation, 86(December 2023), 101978. https://doi.org/10.1016/j.lmot.2024.101978

Investigating best practices for teaching reading recount text in the context of ESP

Sandhi Fattahul Rohman[1*], **Sri Hartiningsih**[2], **Rosalin Ismayoeng Gusdian**[3]
[1*] *English Language Education Department-Postgraduate Program, Universitas Muhammadiyah Malang, East Java, Indonesia; email: sandhifattahul@webmail.umm.ac.id*
[2] *English Language Education Department, Universitas Muhammadiyah Malang, East Java, Indonesia; email: hartiningsih@umm.ac.id*
[3] *School of Education, University of New South Wales (UNSW), Australia; email: r.gusdian@unsw.edu.au*

ABSTRACT

This research investigates the implementation of best practices in teaching reading recount texts within the context of Social Care education at a vocational high school. Recognizing the challenges in conventional learning materials for English for Specific Purposes (ESP) students, this research aims to explore how an English teacher's innovative approach to teaching reading recount text in the field of Social Care. A descriptive qualitative design was employed to describe how the teacher implemented the best practice in teaching reading recount text in the Social Care major. Data collection involved observation and interviews with the English teacher responsible for the Social Care major. The study was conducted at SMK Roudhatul Jannah, chosen for its newly introduced Social Care major in the Indonesian vocational education system. The analysis of the data collected revealed that the teacher's best practice involved focusing on biographies of notable figures in Social Care. The manual creation of biographies allowed the teacher to address the specific needs of the students, fostering engagement and practical application of knowledge. The research concludes that the teacher's proactive approach in manually creating biographies of notable figures not only addresses the limitations of conventional learning materials but also demonstrates a commitment to providing relevant content aligned with the student's major. The findings underscore the importance of ESP teachers adopting innovative teaching methods that resonate with students' specific needs, so it can be beneficial for their future careers.

Keywords: Best Practice; ESP Teaching; Reading Recount Text.

INTRODUCTION

Reading is central to the process of learning language skills that must be mastered by students. Reading is a tool for learning a language, communicating, and exchanging information (Kondrashova, 2020; Sihombing, 2020). Reading is important since it forms the basis of literacy, it is the process by which the reader understands the intention of the purpose or message of the writer. Additionally, Suryaningrat and Syahrial (2021) explained reading as a process of identifying, interpreting, and understanding ideas that rely on the development of an individual's language background experience cognitive abilities, and attitudes. In reading, there must be a comprehension. Husni and Wati (2021) define reading comprehension as the ability to comprehend written texts effectively. It includes a range of cognitive functions like vocabulary, decoding, and background

knowledge in addition to metacognitive strategies like connection-making and monitoring (Iswati & Ridha, 2023). In short, the ability to read text, understand it, and comprehend its content is what is meant by reading comprehension.

To achieve the purpose of reading, which is to obtain effective or in-depth information from the text, students must be able to understand the text to fully comprehend the content. In order to enhance a student's reading abilities, a variety of texts can be used. They include report texts (Yulianti & Setiawan, 2019), recount texts (Zahro & Rachmawati, 2021), narrative texts (Handayani et al., 2020), descriptive texts (Usman & Baihaqi, 2020), and procedural texts (Daniarti et al., 2020). Recount texts are among the reading resources that inform the reader of a specific experience, action, or activity that took place in the past. Husna and Multazim (2019) stated that a recount text is used to narrate historical events or experiences in a clear and comprehensive way. Recount texts are a kind of text where historical events are recalled to the reader to clarify what happened and when it happened (Salawazo et al., 2020). Furthermore, Theriana (2020) claimed that a basic recount text form consists of an orientation (opening), a series of events, and a reorientation (closing). The social function of a recount text is to retell events for the goal of knowledge or entertainment.

One of the most crucial English language skills that students should acquire is reading, although certain students still struggle with it, particularly when it comes to reading recount text. According to Mustika (2020), there are a few problems with reading recount texts. Firstly, students frequently have trouble understanding what they are reading. It is challenging for them to identify language elements, comprehend the structure, and determine the primary concept of the text. Second, students often lack the vocabulary needed to translate and understand words in the text. Lastly, some students are less motivated to learn English because they have limited knowledge and the teaching process relies too much on textbooks. Moreover, Suriani and Yeni (2023) discovered that students misunderstood the material provided since they were not engaged in listening to their teacher's explanations when reading recount texts. Because they were unfamiliar with the texts' form and content, students found it challenging to read recount texts (Lesmana & Resmini, 2020; Prayitno et al., 2021). Additionally, there is a connection between the role of the teacher in the classroom and the students' passivity during reading activities (Virdaus & Rifa'i, 2021). These statements suggest that teachers have to use their creativity to engage students and engage them with the subject matter.

To address those challenges, implementing best practices in teaching reading recount texts within the ESP framework can significantly enhance students' engagement and comprehension, particularly in specialized fields such as Social Care. As Oktariyani et al., (2023) stated that in teaching reading, one of the main priorities of the teacher is how to enable students to comprehend the reading material and participate more actively in the process of reading English texts. In order to effectively impart the skills to students through the use of appropriate teaching methods, teachers of ESP must have a significant amount of relevant practical experience (Godstime & Joseph, 2016). Since ESP teaching is specific to the needs of the students, general English (GE) instruction and the English material utilized in ESP instruction should be completely different (Candra & Khoiriyah, 2024). Further, Mahbub (2018) stated that the term "general English" describes a setting that is more all-encompassing and gives equal weight to the teaching of all four language skills to students. Meanwhile, English for Specific Purposes is a language teaching strategy that places a strong emphasis on the needs and interests of the students in terms of both content and methodology (Asrifan et al., 2020). Furthermore, Sarmento and Bocorny (2018) stated that the ultimate goal of ESP is to allow students to use English to fulfill their needs in specific fields. This means teachers are required to fulfill the needs of the students by creating some materials related to their major. In short, ESP teachers are required to be creative in designing the teaching material so that it can meet the needs of the students.

Unfortunately, the conventional teaching materials used in vocational high schools in Indonesia contain the same content as General English (GE), whereas English for Specific Purposes (ESP) includes specialized vocabulary tailored to meet learners' specific needs. According to Sari et al., (2021), the English learning resources utilized in VHS are similar

to those used in GE and do not take into consideration the specific needs of the students. Furthermore, Asmin (2019) stated one of the hot issues that are being talked about in Indonesia is related to the quality of vocational schools, especially in the teaching and learning process where teachers still struggle to provide students with content that meets their needs. The main reason for that was the fact that the written material included in the instructional materials had little impact on the students' daily lives (Dianti et al., 2023; Oktarina et al., 2022). In conclusion, the use of generic learning materials without modification to the needs of the ESP students prevents teaching effectiveness. Which results in a lack of interest and inefficiency in achieving learning objectives despite the lack of a specific reading strategy.

Given the problems listed above, some previous studies related to designing English materials and developing interactive multimedia used for teaching reading in ESP. Puspita et al., (2016) developed ESP reading materials by using authentic materials in the form of a booklet. Based on the findings, the students were happy and interested in learning ESP reading materials because they felt the vocabulary would be very helpful for their future jobs. Noho et al., (2018) also developed supplementary English reading materials for ESP students. The findings demonstrated that students preferred reading materials that were particular to their field over those that were generic. Additionally, Sari et al., (2021) developed interactive multimedia material for reading recount text in the ESP school. The finding shows that the material had a potential effect on students' achievement.

Prior research has shown the benefits of interactive materials in enhancing ESP students' engagement and learning outcomes. Furthermore, developing the reading materials for ESP students has the potential to increase the students' reading achievement concerns the development of knowledge of their educational background, which also supports their job in the future (Sari & Atmanegara, 2018; Mohammadzadeh, et al., 2015; Fauzi & Hanifah, 2019). However, there is still a lack of empirical investigations on how ESP teachers implement best practices in teaching reading recount texts to students majoring in Social Care. A Social Care major is newly invented in the vocational high school in Indonesia. Therefore, this current study aims to investigate how the ESP teacher majoring in Social Care implemented best practices in teaching reading recount text in the field of Social Care. Thus, with the best practice from the teacher, this study contributes to the theoretical understanding of ESP education by providing insights into effective teaching practices for reading recount texts in the Social Care major. It highlights the role of context-specific teaching strategies and materials that cater to the unique needs of Social Care students. Moreover, the result of this study can be as reference for ESP teachers in different field of study.

METHOD

Research Design
This research used a descriptive qualitative method, as it focused on a specific teaching and learning process in a school environment (Cresswell, 2018). Descriptive–qualitative studies are used for describing and exploring the depth and complexities of a phenomenon, problem, or subject. This kind of research can provide answers to specific questions relating to individuals' responses (experiences, knowledge, attitude, feelings, and views) to an event, and its facilitators and barriers (Alhazmi & Kaufmann, 2022; Kim, et al., 2017). In this research, this descriptive qualitative research provides in-depth insights into the teaching and learning processes, highlighting individual experiences and identifying facilitators and barriers to best practices in ESP education.

Research Subjects
This research was done at SMK Roudhatul Jannah, Gondanglegi majoring in Social Care grade X. SMK Roudhatul Jannah was chosen because it has a Social Care major that was newly invented in the Vocational Highschool in Indonesia. Therefore, the teacher was chosen as the research subject as she is the only English teacher who handled the Social Care major in SMK Roudhatul Jannah.

Research Instrument
In collecting the data two types of instruments were used, they were observation and interview. Firstly, the observation checklist was used to make sure the data that the researcher obtained during the activities was perfectly matched according to the information that was given by the data source. Fraenkel et al., (2012) stated that it is better to observe how people act or how objects appear in order to provide answers to some types of research questions. The use of an observation checklist ensures a methodical approach to the observation process and facilitates the researchers' comprehension of the steps and activities related to teaching reading recount text. The observation checklist note includes statements of activities, a yes or no checklist, and space for additional notes. Secondly, an in-depth interview is the next instrument that is used to get deeper information about how the ESP teacher majoring in Social Care, implemented best practices in teaching reading recount text. An in-depth interview involves conducting extensive one-on-one interviews with a small group of respondents to obtain their opinions on a specific topic, program, or issue (Showkat & Parveen, 2017). The in-depth interview allows the researcher to get a detailed exploration of the teacher's strategies, challenges, and experiences in delivering effective reading instruction that is appropriate to the needs of Social Care students.

Data Collection
The information was collected through observation and in-depth interviews about how the ESP teacher majoring in Social Care, implemented best practices in teaching reading recount text with the use of Biography related to some figures in the field of Social Care. The observation was focused on observing the best practices used by the teacher and the overall classroom environment. Detailed field notes were taken to write about activities, the types of questions asked by the teacher, the learning activities, and feedback given by the teacher. Additionally, in-depth interviews were done with the teacher to get deeper information about the best practice of using Biography related to figures in Social Care in teaching reading recount text.

Data Analysis
In this research, the data analysis was conducted by following the four components of the Miles and Huberman (2014) model: data collection, data reduction, data display, and drawing conclusions. Firstly, data collection involved gathering observations and interview responses from the participants. Secondly, data reduction focused on selecting, focusing, and simplifying the gathered data to make it more manageable. Thirdly, data display involved organizing the reduced data to facilitate easier interpretation. Lastly, drawing conclusions involved summarizing the insights and patterns observed in the data to form the final research findings.

RESULTS AND DISCUSSION

The purpose of this study was to examine the best practice used by the teacher to teach reading recount texts in the Social Care major. A teaching and learning strategy in the context of education includes activities to meet particular educational objectives, particularly for an ESP classroom. For students to get engaged and enthusiastic in learning, especially while learning to read recount texts, teachers must play a crucial role in improving learning activities based on the needs of the students. Teachers must take into account a variety of factors while developing the best practice of practical learning activities based on the major, in this case, Social Care.

Best practices of teaching reading based on the classroom observation
The researcher did the observation by systematically documenting the sequence of instructional activities and interactions in the classroom. This included noting how the teacher initiated the lesson, engaged with the students, presented new material, facilitated group activities, and provided feedback. The activities were depicted in the Table 1.

Table 1. The teaching and learning for reading ESP

Step	Activity	Description
1	Introduction	The teacher asks questions to remind students of previous materials.
2	Learning Objectives	– Identify the structure text and language elements of a historical recount.
		– Explain the social function of a narrative text.
		– Tell the important things of a historical recount.
3	Recount Text Explanation	The teacher explains the structure of the text, language elements, and the social function of recount text. Then, she gives the students several reading texts about recount text related to the Social Care major.
4	Grammar Explanation	The teacher explains the use of present perfect continuous tense and simple past tense in recount texts.
5	Individual Activity	Students memorize and write examples of verbs in simple past and present perfect continuous tense.
6	Group Activity	Students form groups and analyze biography texts, focusing on grammatical structures and social functions.
7	Group Discussion	Each group discusses their analysis and prepares a presentation.
8	Presentations	Groups present their findings to the class, focusing on grammar, social functions, and comprehension.
9	Feedback	The teacher provides feedback on students' presentations and comprehension.

Based on the observation results, the teacher started the class by asking the students in order to remind the previous materials that students had learned before and followed by telling them the materials that they were going to learn. Then, the teacher started to give some questions and answers to the students related to the reading recount text, examples of recount text, the structure of the recount text, and so on. In order for the students to later use the social functions based on the reading of the recount text, the teacher additionally provided them with some motivational strategies related to the social functions of the recount text and connected them to their major in social care.

The teacher started to go over the grammar in the recount text. In recount texts, the present perfect continuous tense and simple past tense are frequently utilized. The teacher explained the grammatical structure and how to apply it in real-world scenarios related to the Social Care major. The students are required to memorize and write another example of verbs that are typically used in a simple past tense and present perfect continuous tense using the Grammatical Translation Method. The teacher gave the students some verbs and sentences based on the grammar structure and translated them into Bahasa Indonesia.

After some explanation and approach related to the reading recount text and its grammatical use, the teacher asked the students to make a group consisting of 3-4 students in each group. There, the teacher gave them a Biography text that did not follow the textbook given in the class, such as the Biography of *Kartini, Florence Nightingale, Rufaidah Al-Islamiyah,* and *Oscar Yura Dompas.* The teacher provides background information on the figures before conducting the biography text, including information about their identities and the impact they had on social care. In their groups, students were tasked with reading and analyzing these biographies, applying their grammatical knowledge to understand the texts better by identifying the simple past tense and present perfect continuous tense structures used in the text. Also, about what they got after reading the Biography text regarding the social functions, the meaning of the story, and also the recount text structure in the text. This group activity aimed to enhance their comprehension skills and connect the grammatical concepts to the content relevant to their major in Social Care.

As a result, each group's discussion outcomes are presented in front of the class by the students. Each group read aloud, presenting the grammatical structure, social functions, and meaning of the story, and asked the students questions about what they had learned from the text and requested them to write down some vocabulary words they had learned from the text. This exercise helped reinforce their understanding of the material and allowed them to practice their reading and comprehension skills in a collaborative setting. The teacher provided feedback on their pronunciation and comprehension, further supporting their learning process. Through these activities, students were able to connect grammatical concepts with practical reading skills, enhancing their overall proficiency in English within the context of Social Care.

Best practices of teaching reading based on the teachers' perspective
Teacher's Efforts in Using Social Care Biographies

Based on the interview with the teacher which aims to get deeper information about the best practice of using Biography related to figures in Social Care in teaching reading recount text. The teacher stated:

> *"The reason why I choose Biography like Kartini and Rufaidah is because Kartini and Rufaidah are already known as Social Care figures. Kartini with her emancipation movement for women, and Rufaidah is the first Islamic nurse in history. It is hoped for students that someday, they can apply the knowledge, the messages and suggestions, and the social functions that are conveyed through the Biography text in their Social Care life".*

The teacher prefers to give the students a biography of a figure in the field of social care rather than following the book which is a biography of an artist or well-known person because this allows the students to apply what they learn about social functions and meaning to the field of social care according to their major. Moreover, the teacher also had some reasons why she tried to deliver a Biography text of some figures in Social Care, rather than using the Biography that has been already conducted in the book. The teacher stated:

> *"Maybe it is because our school does not have enough media technology and only uses textbooks given by the school. That is why I chose to make the Biography text on my own, even if it is from Google but I conducted it in a traditional way, printed the material, and then shared it with each group. It takes more effort but as long as it is related to the students' needs, I will always try to do my best to deliver the material and teaching strategies that are really fun for the students so that they will not get bored in the class".*

Through these efforts, the teacher aims to provide a more relevant and engaging learning experience, ensuring that the material is not only educational but also aligned with the student's future professional needs in Social Care.

Connecting Theory with Practice

In teaching, bridging theory with practice is essential to ensure that students not only grasp theoretical concepts but also can apply them effectively in real-world situations. Based on the interview with the teacher, she emphasized the importance of integrating relevant material, such as biographies of figures like Kartini and Rufaidah, to help students retain and build on their prior knowledge. It can be seen from the teacher's answer:

> *"I start by reviewing previous lessons and introducing new material such as biographies of figures like Kartini and Rufaidah to ensure that students build their prior knowledge based on the text. Then, I engage students in discussions, ask questions about recount text structures, and apply grammatical concepts to real-world Social Care scenarios. To assess the practical application, I have them work in groups to analyze biographies of Social Care figures, identifying grammatical structures and social*

functions. Each group presents their findings, which reinforces comprehension and communication skills. Connecting these activities to real-world scenarios helps students see the practical relevance of their lessons, essential for their future roles in Social Care."

The teacher starts by reviewing previous lessons and introducing new material, such as biographies of figures like Kartini and Rufaidah, which are highly relevant to the students, ensuring retention and building on prior knowledge. Students engage in discussions, answer questions about recount text structures, and apply grammatical concepts to real-world Social Care scenarios. To assess the practical application, students work in groups to analyze biographies of Social Care figures, identifying grammatical structures and social functions, and presenting their findings. Moreover, connecting theoretical concepts to real-world applications helps students see the practical value of their learning, enhancing their engagement.

Connecting these activities to real-world scenarios helps students understand the practical relevance of their lessons, essential for their future roles in Social Care while also enhancing their engagement in learning. By integrating theoretical understanding with practical application, the teacher ensures students are well-prepared for the challenges they may encounter in their professional careers.

Giving Feedback

Providing effective feedback is essential for fostering student growth and enhancing learning outcomes. It can be seen from the teacher's answer:

"Yes, I believe the feedback that I gave was effective. I make sure it is clear, helpful, and given promptly, highlighting what students did well and what they can improve. After group presentations and reading in front of the class, I give detailed comments on their understanding of grammar and their reading skills. I also encourage students to ask questions, which strengthen their knowledge and build their confidence."

The teacher ensures the feedback given is effective by making it clear, helpful, and promptly delivered, focusing on both strengths and areas for improvement. During group presentations, students receive thorough feedback on their comprehension of grammar and reading comprehension. This includes advice on how to improve their pronunciation and grammatical usage as well as how to add more specific social functions that could be relevant to the topic of social care. After that, the teacher encouraging students to ask questions further reinforces their learning and boosts their confidence in engaging with the material effectively.

Based on the findings of the class observation and the teacher's responses to the interview, it can be concluded that the teacher utilized materials in teaching reading recount text by manually creating biographies of significant figures related to the Social Care major. In line with Godstime and Joseph (2016), ESP teachers are required to fulfill the needs of the students by creating some materials related to their major, the findings already showed that the teacher used the Biography of some Social Care figures as the best practice in teaching reading recount text. Moreover, Sari et al., (2021) stated that developing interactive multimedia in the ESP school has a potential effect on students' achievement. The teacher's best practice aligns with the recommendations of incorporating material related to the student's needs to enhance their learning experiences. Although Asmin (2019) stated one of the hot issues that are being talked about in Indonesia is related to the quality of vocational schools where the teachers still difficult to deliver the material suitable for the students' needs, in here the teacher's commitment to providing related content materials highlights an admirable attempt to solve the issue and guarantee that Social Care students are taught in based their needs, not in a general way.

Furthermore, the feedback given after all of the activities were done to ensure the students' comprehension of grammar and their reading comprehension is in line with Oktariyani et al., (2023), that in teaching reading, one of the main priorities of the teacher is how to enable students to comprehend the reading material and participate more

actively in the process of reading English texts. Additionally, students majoring in social care in vocational high schools might benefit greatly from using biographies of social figures in the field. The knowledge, message, and ideas that are sent through the text that the students have read can later be used by the students, as well as the social functions. Finally, it is hoped that the students will be able to apply the social function information they have gained from the biography text to their future jobs or the field of social care.

CONCLUSION

Based on the result and discussion of this research, through the class observation and interview with the teacher in SMK Roudhatul Jannah Gondanglegi majoring in Social Care, the best practices that the teacher used for teaching reading recount text was through the Biography of some figures in the field of Social Care. In order to give students useful and relevant insights into their area of study, the teacher selected biographies of significant figures in the field of social care. This aligns with the philosophy of ESP education which emphasizes the development of resources that address students' major-related needs. Despite some limitations, the teacher traditionally delivered the material demonstrating a commitment to providing vocational school students with relevant knowledge. According to the findings, it is hoped that this specific teaching approach not only increases student engagement but also creates a significant connection between what is learned in the classroom and how social functions and meanings are used in the context of social care, providing students with insightful knowledge that will be useful in their future jobs. Therefore, it is advised that the ESP teacher should create a lesson plan or teaching technique depending on the needs of the students, with the intention that the students would be able to use it in their real-life situations. Additionally, future researchers could explore how the best practice used by the ESP teacher in teaching recount text could have a specific impact on the students' achievement in reading comprehension such as grammatical structures, and their ability to apply these concepts in practical settings.

ACKNOWLEDGMENT

CONFLICS OF INTEREST

The authors declare that there is no conflict of interest regarding the publication of this paper.

AUTHOR CONTRIBUTIONS

Rohman, S.F.: Conceptualization (lead), methodology (lead), writing – original draft (lead), review (supporting), editing (supporting), securing funding. Hartiningsih, S.: Conceptualization (supporting), methodology (supporting), writing – original draft (lead), review (lead). Gusdian, R.I.: writing – original draft (supporting), review (supporting), editing (supporting), review (supporting).

REFERENCES

Alhazmi, A. A., & Kaufmann, A. (2022). Phenomenological qualitative methods applied to the analysis of cross-cultural experience in novel educational social contexts. *Frontiers in Psychology, 13*, 785134.

Asmin, A. I. (2019). Teachers' strategies in teaching English at vocational high school. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and*

Literature, *7*(2), 261–267. https://doi.org/10.24256/ideas.v7i2.1040

Asrifan, A., Vargheese, K., & Amir, M. (2020). ESP course design: The need analysis on tourism department in Indonesia vocational high schools. *Journal of Advanced English Studies*, *3*(2), 69. https://doi.org/10.47354/jaes.v3i2.85

Candra, B., & Khoiriyah, K. (2024). Cultivating English proficiency for enhanced customer service in Indonesian railways: A study on vocational training needs. English Review: Journal of English Education, 12(1), 397–408. http://doi.org/10.25134/erjee.v12i1.9133

Cresswell, J. W., & Cresswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.* Los Angeles: SAGE

Daniarti, Y., Taufiq, R., & Sunaryo, B. (2020). The implementation of teaching reading through Genre-based approach for university students. *Journal of Physics: Conference Series*, *1477*(4), 042064. https://doi.org/10.1088/1742-6596/1477/4/042064

Dianti, E. N., Rezeki, Y. S., & Rosnija, E. (2023). Designing supplementary materials entitled "Learning recount texts through local photograph" for reading recount text. *Acitya: Journal of Teaching and Education*, *5*(1), 134–155. https://doi.org/10.30650/ajte.v5i1.3502

Fauzi, I., & Hanifah, D. (2019). Designing reading materials for ESP student's vocational high school of Medical science. *International Journal for Educational and Vocational Studies*, *1*(4), 314-321. https://doi.org/10.29103/ijevs.v1i4.1439

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to Design and Evaluate Research in Education.* New York: Mc Graw Hill.

Godstime, T. C., & Joseph, A. O. (2016). The relevance of technical and vocational skills acquisition programme in the development and empowerment of rural youths in Niger delta region, Nigeria. *Journal of Scientific and Engineering Research*, *3*(6), 473–478.

Handayani, S., Youlia, L., & Febriani, B. (2020). The use of digital literature in teaching reading narrative text. *Journal of English Teaching, Applied Linguistics and Literatures (JETALL)*, *3*(2), 65-74. https://doi.org/10.20527/jetall.v3i2.8445

Husna, A., & Multazim, A. (2019). Students' difficulties in writing recount text at inclusion classes. *LET: Linguistics, Literature, and English Teaching Journal*, *9*(1). 52-76. https://doi.org/10.18592/let.v9i1.3077

Husni, R., & Wati, L. C. (2021). The effectiveness of thieves strategy towards students' reading comprehension at the eleventh grade of SMAN 19 Tebo. *BASIS (Journal Bahasa Dan Sastra Inggris)*, *8*(2), 319–324. https://doi.org/10.33884/basisupb.v9i1.4459

Iswati, H., & Ridha, D. C. (2023). Snowball throwing technique in teaching recount to help students' reading comprehension in junior high school. *Wiralodra English Journal*, *7*(2), 99–112. https://doi.org/10.31943/wej.v7i2.233

Kim, H., Sefcik, J. S., & Bradway, C. (2017). Characteristics of qualitative descriptive studies: A systematic review. *Research in nursing & health, 40*(1), 23-42.

Kondrashova, I. V. (2020). The importance of teaching different types of reading in foreign language to non-linguistic students. *International Journal of Humanities and Natural Sciences*, *5*(3), 25-29. https://doi.org/10.24411/2500-1000-2020-10567

Lesmana, Y., & Resmini, S. (2020). Students response toward the use of scanning technique in reading recount text. *Professional Journal of English Education (PROJECT)*, *3*(5), 577-581. https://doi.org/10.22460/project.v3i5.p577-581

Mahbub, M. A. . (2018). English teaching in vocational high school: A need analysis. *JEELS (Journal of English Education and Linguistics Studies), 5*(2), 229–258. https://doi.org/10.30762/jeels.v5i2.835

Miles, M. B., & Huberman, A. M. (2014). *Qualitative Data Analysis, A Methods Sourcebook, Edition 3.* USA: Sage Publications.

Mustika, Y. (2020). Improving reading comprehension on recount text by using authentic material. *ELTR Journal*, *4*(2), 140–151. https://doi.org/10.37147/eltr.v4i2.68

Mohammadzadeh, S., Barati, T., & Fatemi, M. A. (2015). An investigation into the English language needs of bank employees of Saderat Bank in Mashhad. *Theory and Practice in Language Studies, 5*(8), 1695. http://doi.org/10.17507/tpls.0508.21

Noho, H., Fatsah, H., & Talib, R. (2018). Developing supplementary English reading materials for Vocational High School. *International Journal of Humanities and Innovation (IJHI)*, *1*(2), 39–45. https://doi.org/10.33750/ijhi.v1i2.12

Oktarina, Y., Inderawati, R., & Petrus, I. (2022). Developing local Culture-Based EFL reading materials for the 21st-Century learning. *Studies in English Language and Education*, *9*(3), 1128–1147. https://doi.org/10.24815/siele.v9i3.24660

Oktariyani, O., Rasyid, Y., Dewanti, R., Im, H., & Semyanov, L. (2023). Need analysis for English reading teaching materials in vocational school based on digital applications. *Al-Hijr: Journal of Adulearn World*, *1*(3), 134–147. https://doi.org/10.55849/alhijr.v1i3.524

Prayitno, E., Sartika, D., & Asmara, R. (2021). An analysis of tenth grade students' difficulties in comprehending recount text. *Journal of English Educational Study (JEES)*, *4*(1), 30–38. https://doi.org/10.31932/jees.v4i1.832

Puspita, F., Sukmaantara, P., & Santihastuti, A. (2016). Developing ESP reading materials by using authentic materials for automotive students at SMKN 2 Jember. *Journal of International Seminar and Workshop on ELT*.

Rizki Amalia, E. (2018). Developing English textbook material for Islamic primary education program: A participatory action research. *ALSUNA: Journal of Arabic and English Language*, *1*(2), 69-77. http://dx.doi.org/10.31538/alsuna.v1i2.82

Salawazo, I. S., Niman, P., Ndruru, M., & Florentina, R. D. (2020). Analysis of student's difficulties in writing recount text. *Jurnal Pendidikan: Riset dan Konseptual, 4*(1), 10-15.

Sari, F., & Atmanegara, Y. (2018). Developing ESP reading materials for Accounting students. *Advances in Language and Literary Studies*, *9*(5), 1-10. https://doi.org/10.7575/aiac.alls.v.9n.5p.1

Sari, N., Mirizon, S., & Inderawati, R. (2021). Developing learning media of recount texts for vocational high school students. *English Review: Journal of English Education*, *9*(2), 263–276. https://doi.org/10.25134/erjee.v9i2.4351

Sarmento, S., & Bocorny, A. E. (2018). *English for Specific Purposes (ESP)*. TESOL Press. https://www.researchgate.net/publication/328964474_English_for_Specific_Purposes_ESP

Showkat, N., Parveen, H., & Parveen NayeemShowkat, H. (2017). *Non-Probability and Probability Sampling*. https://www.researchgate.net/publication/319066480

Sihombing, P. S. R. (2020). Male and female strategy in reading comprehension of narrative text at SMA Kampus FKIP Universitas HKBP Nommensen Pematangsiantar. *International Journal of English Literature and Social Sciences*, *5*(1), 103–106. https://doi.org/10.22161/ijels.51.21

Suriani, & Yeni, M. (2023). Retelling as a strategy in enhancing students' reading comprehension of recount text: A classroom Action Research. *Jurnal Edukasi (JUDEK)*, *11*(2), 156-165. https://ejournal-fkip.unisi.ac.id/judek

Suryaningrat, S., & Syahrial, E. (2021). An analysis on the English teacher's strategies in teaching reading comprehension at the second-grade students of junior high school 12 of Mataram. *Jurnal Ilmiah Pendidikan Indonesia, 3*(1), 77–83. https://jipi.unram.ac.id/index.php/jipi/article/view/132

Theriana, A. (2020). The application of creative problem-solving method in teaching reading recount texts to the Tenth grade students of senior high school 2 Palembang. *Holistics Journal*, *12*(2), 51-61.

Usman, R. K., & Baihaqi, A. (2020). The use of Microsoft Sway 365 in teaching reading descriptive text: A response to pandemic situation. *Journal of English Language Teaching and Cultural Studies (JELTS)*, *3*(2). 82-88. https://doi.org/10.48181/jelts.v3i2.9999

Vernandes Uzer, Y. (2020). Teaching reading recount texts through Tri Focus Steve Snyder technique. *Holistics Journal*, *12*(2), 41-50.

Virdaus, V. V., & Rifa'i, S. (2021). The fluency of oral reading with natural reader software. *Journal of Development Research*, *5*(2), 156–163. https://doi.org/10.28926/jdr.v5i2.190

Yulianti, E., & Setiawan, E. (2019). Improving students' reading comprehension through reciprocal teaching strategy on report text. *PROJECT (Professional Journal of English*

Education), *2*(5), 601-607. http://dx.doi.org/10.22460/project.v2i5.p601-607

Zahro, T. M., & Rachmawati, E. (2021). The use of semantic mapping technique in teaching reading recount text (A case study at the eighth grade of junior high school in Majenang). *Journal of English Education Program (JEEP)*, *8*(2), 8-14. https://jurnal.unigal.ac.id/index.php/jeep

Analyzing classroom interactions focusing on IRF patterns and turn-taking

Efendi Hidayatullah

[1]*Graduate of English Education Department, English Education, Sarjanawiyata Tamansiswa University, Yogyakarta, Indonesia; email: effendihidayatullah@gmail.com*

ABSTRACT

This study aims to analyze patterns of interaction and turn-taking in the context of classroom learning using a classroom discourse analysis approach. This research focuses on understanding the communication dynamics between teachers and students and identifying dominant patterns during the learning process. The method used is qualitative, with data collection through observation using video recorder instruments in class XI SMK Muhammadiyah Mertoyudan. The research participants were a teacher and class XI students of SMK Muhammadiyah Mertoyudan, totalling 24 students, consisting of 1 teacher and 23 students. The data results show the sequences developed from the questions between teacher and student interactions. The results of this study support the view that the discursive role of the Feedback sequence in IRF (Initiation-Response-Feedback Sequence) is to develop dialogue between teachers and students. The findings of this study on the IRF pattern are that the teacher dominates the communication in the classroom 63,4% and students 36,6%. The findings indicate that the non-delivery of learning is the main problem of students' lack of understanding of the material, lack of students' ability to think critically, and responsiveness to students. These findings can be used to develop more inclusive and effective teaching strategies that pay attention to a more balanced distribution of talk time and interaction between teachers and students. This research contributes to the literature on Classroom Discourse Analysis by filling the knowledge gap on the classroom's interaction pattern and its implications for teaching practices with feedback in IRF. The results of this study can provide valuable insights for educational practitioners and help improve students' critical communication strategies in the classroom.

Keywords: Communication Patterns; Interaction; IRF; Turn-Taking

INTRODUCTION

Conversation skills can be defined as sending a message that includes a shared understanding between the contexts in which the conversation occurs (Bambara et al., 2018; Croucher & Cronn-Mills, 2014). Additionally, practical communication skills are crucial for teachers to impart knowledge to students (Jhoni et al., 2023; Munohsamy & Muniandy, 2023; Tottie, 2014). Effective communication requires mental and physical fortitude to face another person and effectively deliver one's message (Morgan, 2023; Padmanabhanunni & Pretorius, 2023; Ryff, 2013). A teacher's communication ability is crucial to delivering instruction, classroom management, and interactions with pupils (Dzulkifli et al., 2020; Doqaruni, 2017). The teacher must instruct students using a variety of thought processes and develop excellent communication skills that can inspire students to learn to customize instruction based on each student's talents and abilities (Stronge, 2018). According to Khan et al. (2017), A teacher having good communication skills plays a significant role in students'

academic success. Therefore, a teacher must master good pedagogy when teaching students, especially in teaching communication (Zhu, 2023).

According to Gordon Pask's conversation theory proposed by Scott (2001), The vertical relationship between teacher and student represents a cause-and-effect relationship with feedback in communication where the teacher can model the topic by providing a non-verbal demonstration (Scott, 2001). In classroom learning, teacher-student interactions and turn-taking are essential factors that influence learning effectiveness (Fenyi & Nyarkoh, 2022; Wiemann & Knapp, 2017). According to Walsh (2006), in the book Investigating Classroom Discourse, communication patterns can provide a deep understanding of classroom interaction dynamics and valuable input to improve the quality of teaching (Walsh, 2014).

Classroom Discourse Analysis is an approach that allows us to examine how communication interactions occur in the classroom (Alsoraihi, 2019); it involves observing the patterns of interaction between teachers and students, the distribution of speaking turns, and how student participation is reflected in everyday classroom communication. In education, understanding these communication patterns is crucial as it can help improve the quality of teaching and learning. The IRE is comprised of three distinct phases: Initiation, Response, and Evaluation (Sa'adah & Yulianti, 2018). The IRE sequence differs from question sequences in everyday life in that language is created as correct or incorrect according to the teacher's standards rather than functionally (Possemato, 2017). As a result, language is not made up of non-school-related communication events in which children attempt to stay involved in exchanges. IRE questions are classified as known-answer, test, display, and open-ended questions, which are considered authentic and information-seeking (Altaş, 2016). In discourse analysis, studying turn-taking patterns helps to understand the experiences of the people involved, who holds the answers, who asks the questions, and who silences their voices (Ryan & Forrest, 2021). Turn-taking in the classroom makes students have criticism, thinking, and responsibility (Ingram & Elliott, 2014).

Based on previous research by Altaş (2016), this research found that familiar classroom sequences such as IRE can limit learning for students accustomed to IRE sequences. The study by Alhamdwee & Khalif (2022) centre on the sequence of turns and classroom discourse, with a particular emphasis on the IRF (Initiation-Response-Feedback) model and its significance in language learning. It analyzed data transcripts from an English language learning classroom to understand the frequency of information exchange between teachers and students and the turn sequence during lectures. The study by Sa'adah & Yulianti (2018) emphasizes the importance of turn-taking in science instruction to enhance students' development of scientific literacy, highlighting the need for a deeper and critical examination of teaching content and methods. Additionally, the study examined the effectiveness of IRF interactions in the classroom, focusing on the impact of changes in the turn-taking IRF process. The study by Zaswita (2022) revealed that classroom interactions typically followed an IRF pattern rather than IRE, supported by conversational data. The document also noted that classroom turn-taking sequences involved both IRF and IRE, with a significant focus on the teacher as the initiator. The ability to engage in turn-taking, ask and answer questions, and provide feedback is a fundamental aspect of recent discourse analysis research (Okata, 2016). These skills serve as key elements in creating a more intellectually stimulating environment in the L2 classroom. The novelty of this study is that in previous studies, the purpose of this study is to analyze patterns of interaction and turn-taking in classroom learning using a classroom discourse analysis approach. This research focuses on understanding the communication between teachers and students and identifying dominant patterns during the learning process.

The novelty of this study is to analyze patterns of interaction and turn-taking in classroom learning using a classroom discourse analysis approach. This research focuses on

understanding the communication between teachers and students and identifying dominant patterns during the learning process. Based on research conducted with the participants, the researcher aims to respond to the research question: How can turn-taking patterns significantly affect students' abilities and influence the learning process in the classroom?

METHODS

The research design used a qualitative approach (McLeod, 2019). This approach allows the researcher to understand classroom interaction and communication patterns in-depth. The scope of the study is an English class. The participants in this study were teachers and students of class XI of SMK Muhammadiyah Mertoyudan. The selection of these participants considers variations in learning experiences and levels of participation in classroom interactions (Shadiev & Li, 2023). Data was collected through direct observation techniques and the research instrument video recordings of classroom interactions. This observation records real-time interaction patterns between teachers and students. The collected data was analyzed using the Classroom Discourse Analysis approach with an IRF pattern (Khaliyah & Rachman, 2019). This approach will help identify and analyze the interaction patterns between teachers and students and the communication strategies used in the learning context. The focus of the analysis will include turn-taking, the distribution of speaking time between participants, the dominant type of conversation, and the communication style used. The following are the data analysis steps of this research: Transcribe the video-recorded classroom interaction data into text documents, then assign speaker codes to distinguish between teacher and student utterances, such as using "T" to represent the teacher and "S" followed by a number such as S1, S2, and S3 to represent each student.

Research Calculate frequency of total number utterances by teacher (and a $Frequency = \frac{Total\ number\ of\ instances}{Number\ of\ cases}$

Then, convert the frequency value into a percentage, In the table by multiplying the frequency value by 100 with the formula $Percentage = Frequency\ x\ 100\%$

RESULTS AND DISCUSSION

The data results show the order in which the questions that arise between teachers and students relate to the turn-taking patterns used in the classroom discourse analysis.

Transcript 1

T: Good morning, Class.	I
Ss: Good morning.	R
T: How is your life?	I
Ss: Super happy and outstanding (class choral)	R
T: Ok. *Alhamdulillah ya*. All of you are super happy and amazing.	E

The teacher greeted and checked on the students and indicated that the students were super happy and unique.

Transcript 2

	I
T: Are you ready to study for today? …. Are you ready to study?	R
Ss: Ready.	F
T: OK..great job…	

The teacher Checked students' readiness for study, and students responded positively.

Transcript 3   I
T: Adib… please, lead your friends to pray before we study.   R
S1: Ok, … friends. Let us pray before we study. Pray begins… Thank you.   F
T: Thank you, Adib, for leading prayer before we study…

The teacher assigns a student to lead the class in a prayer.

Transcript 4   I
T: And now, I want to check the attendance before ya … Any absence for today?
S2: *Nihil* is absent, Miss.   R
T: *Nihil* is absent, ya… *Jadi semua masuk ya… Alhamdulillah*… Ok, Class.   F

The teacher checks students' attendance before starting class. A student (S2) reports that everyone is present. The teacher gives feedback with a gratitude expression.

Transcript 5   I
Eeee… I would like to ask you… Do you remember about the material in the previous meeting? *Apakah kalian ingat tentang materi yang sudah kita pelajari di pertemuan sebelumnya?*   R
Ss: Yes, Miss.   E
T: Yes? Ok, …   I
What we have learned yesterday? *Apa yang sudah kita pelajari kemarin?*   R
Ss: … (^) capability …   F
T: …about capability… Good job… OK…for Diah, please… give an example about   I+
the use of expressing of capability … penggunaan dari capability seperti apa?   R
S3: I can sing Korean songs.   E
T: I can sing Korean songs… OK. Good… Novel?   R
S4: I can play online games.
T: I can play online games… OK, good job, ya … Give applause for Diah and Novel!
(Ss clap hands to give applause)   E
T: OK… *Alhamdulillah, ya* … All of you still remember the material… Don't forget F
ya …

The text above reflects a typical interaction pattern (IRF) in teacher-student interaction in the classroom: interaction by confirming students' understanding of previously learned material. It shows that the teacher wants to ensure that students have a strong foundation before continuing new learning. Students show a consistent understanding of repeating concepts that have been learned. This aims to validate students' understanding of the previous material by showing appreciation and motivating active participation in learning.

Transcript 7   I
T: And now, I have something for you. OK. Wait a minute … OK… Can all of you please watch this video seriousness… *Jadi tonton video ini dengan sungguh-sungguh… dengan seius …* Are you ready?   R
Ss: Ready…   F
T: Good job…
(Video is played)

The interaction described involves using video presentations as a teaching tool to introduce new material, expecting students' full attention, assessing their understanding through discussion or questions, and providing positive feedback to reinforce active participation and readiness to learn. This approach aims to improve students'

understanding and retention of the subject matter by utilising multimedia resources and encouraging interactive engagement in the classroom.

Transcript 8

T: OK… Do you know who is he? *Ada yang tahu siapa sih dia itu? … Ada yang tahu?* No? … (&) … OK… He is Jack Ma. Jack Ma is a motivator *ya*…   I
Ss: (^) *motivasi*.   R
T: *Seorang motivator*… OK … And now *…ya*   F

This interaction involves active questioning, information sharing, and conceptual understanding. The teacher uses the video presentation of Jack Ma as a springboard to discuss his role as a businessman and motivator, encouraging student participation and fostering comprehension of the topic through dialogue and engagement. The interaction also promotes critical thinking and reflection among students regarding the qualities and influence of inspirational figures like Jack Ma.

Transcript 9   I

… I would like to ask you ya … Based on the video … ya … What is the moral value? *Ada yang tahu pesan moral yang dibawakan Jack Ma itu apa?* … What is the moral value? … Is there anyone who knows? Please raise your hand! Please raise your hand! Is there anyone who knows? … (#####) … *Dari yang ditayangkan itu kita mengambil pesan moral apa?*   R
Ss: … (&) … Don't give up…   F
T: Don't give up… OK… and then … *ada lagi? Jangan menyerah* …. Don't give up. *setelah itu?* What else?   I
Ss: … (0) …   R
T: OK? Raise your hand, please! … (#####) … ya? Who knows? Sasti, what do you have? Haa? … (#####) … OK, the moral value from the video is the 1st … Don't give up…Jangan menyerah… And then the second …. (###) you should study hard to make your dream come true… or to make your dream come true. And then, the last is … You have to distinguish the opportunity… *Jadi kamu harus memanfaatkan kesempatan yang ada* … OK … Based on the video before, can you guess what we have to learn for today? *Apa yang akan kita pelajari hari ini?*   F
What are we going to learn today? About? …   I
S5: … (&) … *Kewajiban dan larangan*…
T: *Kewajiban dan larangan… Kewajiban apa itu?* … Is there anyone who knows? … Anything? … OK, yaa …Today, we will learn about obligation, prohibition, and suggestions. So, first… is obligation… obligation *itu adalah sebuah kewajiban..*   R
Ss: … (1) … *kewajiban*   I+
T: And then prohibition is …   R
Ss: *Larangan*   I
T: …*larangan*… and then suggestion is …?   R
Ss: *saran*   F
T: … *saran* … OK… These are the learning objectives for the material of obligation,   E
prohibition, and suggestion.

This interaction illustrates an active classroom environment where students are encouraged to think critically, share perspectives, and engage in meaningful discussions about moral values and related content. The teacher's facilitation supports student learning by providing feedback, prompting deeper thinking, and guiding the exploration of critical ethical themes.

Transcript 10

OK… Labibah, please read the learning objectives here … *tujuan pembelajaran kita*… Ayok, please read!	I R
S6: Students are able to iiidentifi… (doubtful) with…	E
T: identity…	R
S6: …identify and …. (###)	E
T: …distinguish …	R
S6: …distinguish … (###)..	E
T: …various oral …	I
(S6 continues reading) (#####)	
T: (continues Latifah's reading the 1st learning objective) … Next… Laura… please read the learning objective here …	R E
S7: Students are able to identify and … (###) …	R
T: … analyze …	E
S7: analyze text function … struct…	R
T: Text structure and linguistics…	
S7: text structure of … (student reads the sentence)	
T: And the 3rd is … (reading the 3rd and 4th) objectives). So we have … *kita kan mempelajari apa… Tujuan dari pembelajaran kali ini, kalian bisa mengidentifikasi, membedakan, membuat, dan juga mempresentasikan dari penggunaan ekspresi* … of expression of obligation, prohibition, and then suggestion. Iya… Next, Ihave something here for you… *Ini Miss Diana punya video lagi ini… Please watch this video with seriously ya, coba kalian nanti tonton video ini dengan serius.*	E

The classroom scenario highlights active student engagement, personalised support for individual learning needs, and a structured approach to achieving lesson objectives through reading activities and multimedia instruction. The teacher's interventions aim to facilitate comprehension, reinforce language skills, and promote a supportive learning environment.

Transcript 11

(T plays the video)	I
T: OK ya… Is there anyone who wants to make a question from the video? *Ada yang mau membuat pertanyaan dari video yang tadi?* Please, raise your hand!... You can use W/H type to make …. Anyone knows? Does anyone want? Nothing? Did you get any? OK…. If there is no question, I have some questions for you…. Wait a minute…. *Ya… Kalau gak ada pertanyaan, Miss Diana mo kasih pertanyaan,,,,* The first question is 'How many speakers are there in the conversation? *Ada berapa sih pembicara tadi yang ada dalam video tersebut?*	R
S8: Two speakers, Miss.	E
T: Raise your hand, please…	R
S8 : (raising hand) Two speakers, Miss	E
T: OK… there are two speakers.	I
Is it true or false? …	R
Ss: True	F
T: *Betul, ada 2 ya tadi*… The woman and the man… Good… And then the second question…	I
Where does the dialogue take place? Raise your hand! OK, Hazel…?!	
S9: … (^) …In office …	R
T: In office… Is it right?	I
Ss: *Betul*	R
T: OK… Good… And then… What must to do if a woman … (##) … ehhh… what … what … must do to a woman in the video? *Apa yang harus dilakukan si*	F

perempuan tadi dalam video tersebut? Raise your hand, please! OK? Helena?	I
S10: … (^) to finish assignment …	
T: To finish the assignment… A woman has to finish her assignment. Good ….	R
And then…The last question…. …	F

The classroom interaction described illustrates a dynamic exchange between the teacher and students, with the teacher actively engaging students through questioning, feedback, and affirmations. Students demonstrate participation by answering questions and receiving constructive feedback, fostering a collaborative and supportive learning environment focused on understanding the content presented in the video. The teacher's approach encourages critical thinking and comprehension while promoting respectful student communication and participation.

Transcript 12	I
T:What suggestion did a man give to her friend? *Apa sih saran yang diberikan si*	
laki –laki tersebut kepada temannya? Raise your hand, please. … Yes, Sofie	R
S11: To take rest…	F
T: To take rest…	I
Is it right? Betul apa salah?	R
Ss: Betul…	F
T: suruh apa tadi …. Suruh berrrrr…….	R
Ss: istirahat … (1) …	

This interaction demonstrates effective classroom questioning and validation of student responses by the teacher. The teacher's approach fosters student engagement, encourages participation, and ensures comprehension of the video content through targeted questioning and affirming feedback. Students actively contribute to the discussion, leading to a collaborative learning environment where understanding is reinforced and assessed. The teacher's use of affirming questions helps reinforce correct responses and encourages critical thinking among students.

The data transcripts above are transcriptions of direct observation recordings, which are then analysed using the IRF pattern to determine classroom communication frequency. Morgan (2019) defined that the analysis of turn-taking poses two critical questions: firstly, who asks the questions, and secondly, what kind of sequence develops from the questions within the events between teacher and student? Examining turn-taking patterns in the classroom reveals how different patterns enhance interaction.

Table 1. IRF communication pattern frequencies

Pattern	*Frequency*
Initiation	24
Response	30
Feedback/Evaluation	28
Total	82

The analysis of classroom interactions showed 82 examples of turn-taking between teachers and students, which were categorized into three main speech patterns: Initiation, Response, and Feedback/Evaluation. Christie (2005) explains that turn-taking addresses utterances through questions and answers. The teacher's active role in initiating discussions and guiding classroom interactions was evident, which laid the foundation for student engagement and participation. Teachers' interactional management of student participation is essential to managing emerging student initiatives (İşler et al., 2019). The students responded vigorously with 30 instances of active participation, demonstrating their responsiveness to the teacher's

requests and questions. In addition, the teacher provided valuable feedback and evaluated student responses 28 times, showing a supportive approach to guiding the learning experience (Carless & Boud, 2018). This structured breakdown emphasizes the collaborative nature of classroom communication, highlighting the critical role of teacher-student engagement, feedback, and dialogue in promoting effective learning outcomes and fostering a dynamic educational environment that encourages active participation and knowledge acquisition (Lumando et al., 2023).

Table 2. Results of the study

Speakers	Frequency	Percentage
Teacher	52	63,4%
Students	30	36,6%
Total	82	100%

The provided data presents a detailed breakdown of the frequency and percentage of speech between the teacher and students during the observed classroom interaction. Out of a total of 82 instances of speech, the teacher contributed 52 instances, representing approximately 63.4% of the total communication. This highlights the predominant role of the teacher in initiating and guiding classroom discussions, setting the direction for learning activities, and providing instructional guidance. On the other hand, students contributed 30 instances of speech, accounting for about 36.6% of the total communication. This signifies active student engagement and participation in responding to the teacher's prompts, questions, and discussions. According to Biggs et al. (2019), the distribution of speech between the teacher and students reflects a balanced interaction where the teacher's leadership and guidance are complemented by student responsiveness and participation, fostering a collaborative learning environment conducive to effective knowledge transfer and acquisition.

The classroom interaction described portrays a positive and engaging atmosphere where students actively participate and respond enthusiastically to the teacher's prompts and questions (Afrilyasanti et al., 2023). The teacher's structured approach to lesson delivery includes checking students' well-being and readiness for study and reviewing previous lessons. Using video as a multimedia tool enhances learning experiences, promotes critical thinking, and facilitates discussions around specific learning objectives (Carmichael et al., 2018). By encouraging students to reflect on their learning and engage with the video content, the teacher fosters a dynamic and interactive learning environment that supports students' comprehension and application of new concepts.

Furthermore, the teacher's emphasis on clear communication in English and minimal use of Bahasa Indonesia creates an immersive language learning setting. This approach encourages students to express themselves in English, promoting language fluency and confidence. The teacher's use of close-ended questioning as an assessment strategy ensures students' understanding of the material and prompts critical thinking skills by requiring concise and specific responses. Combining interactive learning techniques, multimedia resources, and language immersion contributes to an effective and engaging classroom environment focused on student participation, comprehension, and language development (Mahdi, 2022).

CONCLUSION

In summary, the analysis of classroom interactions showed a precise distribution of communication roles, with teachers predominantly initiating and guiding discussions in 63.4% of cases. In comparison, students actively participated in 36.6% of interactions. This breakdown underscores the critical role of effective teacher-student communication in

fostering an engaging and productive learning environment. This study emphasizes leveraging insights from speech patterns to optimize instructional strategies and promote student engagement and learning outcomes. However, limitations such as the study's focus on a specific context and the potential for subjective interpretations highlight opportunities for future research to explore broader contexts and incorporate qualitative methods to deepen understanding.

The findings of this study have practical implications for educators who want to improve classroom communication and student interactions. By applying the insights from this analysis, teachers can adapt instructional approaches to promote active learning, encourage student participation, and optimize knowledge transfer (McConnell et al., 2017). Recommendations include adopting diverse questioning techniques, encouraging student-led discussions, and fostering a classroom atmosphere that is supportive and conducive to open dialogue. Future studies could further investigate the impact of specific communication strategies on student motivation, comprehension, and academic achievement, which could inform evidence-based teaching practices and advance pedagogical approaches to maximize student engagement and learning success.

CONFLICTS OF INTEREST

The authors declare that there is no conflict of interest regarding the publication of this paper.

AUTHOR CONTRIBUTIONS

Hidayatullah, E.: Conceptualization (lead), methodology (lead), writing – original draft (lead), review (lead), editing (lead), securing funding, conceptualization (lead), methodology (lead), writing – original draft (lead), review (lead).

REFERENCES

Afrilyasanti, R., Basthomi, Y., & Zen, E. L. (2023). EFL students' participations and teachers' roles in online discussion forum for critical media literacy learning. *Contemporary Educational Technology*, *15*(2), 1-17. https://doi.org/10.30935/cedtech/12965

Alhamdwee, N. O., & Khalif, R. Z. (2022). Turn sequence and classroom discourse: IRF and its role in language learning. *Journal of Educational and Psychological Sciences, 6*(21), 151-159. https://doi.org/10.26389/AJSRP.G211021

Alsoraihi, M. H. (2019). Bridging the gap between discourse analysis and language classroom practice. *English Language Teaching*, *12*(8), 79–88. https://doi.org/10.5539/elt.v12n8p79

Altaş, B. (2016). Turn-taking patterns in teachers talk. *International Journal of Language Academy*, *4*, 29-36. http://dx.doi.org/10.18033/ijla.394

Bambara, L. M., Cole, C. L., Chovanes, J., Telesford, A., Thomas, A., Tsai, S.-C., Ayad, E., & Bilgili, I. (2018). Improving the assertive conversational skills of adolescents with autism spectrum disorder in a natural context. *Research in Autism Spectrum Disorders*, *48*, 1–16. https://doi.org/10.1016/j.rasd.2018.01.002

Biggs, E. E., Gilson, C. B., & Carter, E. W. (2019). "Developing that balance": Preparing and supporting special education teachers to work with paraprofessionals. *Teacher Education and Special Education*, *42*(2), 117–131. https://doi.org/10.1177/0888406418765611

Carless, D., & Boud, D. (2018). The development of student feedback literacy: Enabling uptake of feedback. *Assessment & Evaluation in Higher Education*, *43*(8), 1315–

1325. https://psycnet.apa.org/doi/10.1080/02602938.2018.1463354

Carmichael, M., Reid, A., & Karpicke, J. D. (2018). Assessing the impact of educational video on student engagement, critical thinking and learning. *A SAGE White Paper*.

Christie, F. (2005). *Classroom discourse analysis: A functional perspective*. Bloomsbury Publishing.

Croucher, S. M., & Cronn-Mills, D. (2014). *Understanding communication research methods: A theoretical and practical approach*. Routledge.

Doqaruni, V.R. (2017). Communication strategies in experienced vs. Inexperienced teachers' talk: A sign of transformation in teacher cognition. *Innovation in Language Learning and Teaching*, *11*(1), 17–31. https://doi.org/10.1080/17501229.2015.1009071

Dzulkifli, I., Suhid, A., Fakhruddin, F. M., & Ahmad, N. A. (2020). Teacher communication in teaching Al-quran to special needs pupils with hearing disabilities. *Universal Journal of Educational Research*, *8*(1A), 36–43. https://doi.org/10.13189/ujer.2020.081306

Fenyi, D. A., & Nyarkoh, I. O. (2022). Turn-taking as a pedagogical strategy in classroom interaction: A conversation analysis of adjacency pairs. *Linguistics Initiative*, *2*(2), 107–125. https://doi.org/10.53696/27753719.2225

Ingram, J., & Elliott, V. (2014). Turn taking and 'wait time' in classroom interactions. *Journal of Pragmatics*, *62*, 1–12. https://psycnet.apa.org/doi/10.1016/j.pragma.2013.12.002

İşler, N. K., Balaman, U., & Şahin, A. E. (2019). The interactional management of learner initiatives in social studies classroom discourse. *Learning, Culture and Social Interaction*, *23*, 100341. http://doi.org/10.1016/j.lcsi.2019.100341

Jhoni, M., Hasbi, M., & Winarto, W. (2023). The impact of learning basic science concepts using the ethno-setsar approach to improve communication skills of prospective teachers. *Jurnal Penelitian Pendidikan IPA*, *9*(11), Article 11. https://doi.org/10.29303/jppipa.v9i11.5281

Khaliyah, K. S., & Rachman, D. (2019). Impact of teacher's interaction pattern for seventh grade student. *Journal of English Language and Pedagogy*, *2*(2), 104–110. https://doi.org/10.36597/jelp.v2i2.4866

Khan, A., Khan, S., Zia-Ul-Islam, S., & Khan, M. (2017). Communication skills of a teacher and its role in the development of the students' academic success. *Journal of Education and Practice*, *8*(1), 18–21.

Lumando, E., Uy, F., Kilag, O. K., & Abendan, C. F. (2023). Multisensory structured language techniques: A key to bridging the literacy practice gap in intervention strategies. *Excellencia: International Multi-Disciplinary Journal of Education*, *1*(5), 256–267. https://doi.org/10.5281/zenodo.11141423

Mahdi, D. A. (2022). Improving speaking and presentation skills through interactive multimedia environment for non-native speakers of English. *SAGE Open*, *12*(1), 21582440221079811.

McConnell, D. A., Chapman, L., Czajka, C. D., Jones, J. P., Ryker, K. D., & Wiggen, J. (2017). Instructional utility and learning efficacy of common active learning strategies. *Journal of Geoscience Education*, *65*(4), 604–625. https://doi.org/10.5408/17-249.1

McLeod, S. (2019). *Qualitative vs Quantitative Research: Methods & Data Analysis*.

Morgan, O. (2019). *Turn-taking in Shakespeare*. Oxford University Press.

Morgan, R. (2023). *How To Speak To Anyone: Strategies for effective communication*. Romaine Morgan.

Munohsamy, T., & Muniandy, S. (2023). The influence of communication skills on teaching performance of a private secondary school in Brunei Darussalam. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, *8*(1), Article 1. https://doi.org/10.47405/mjssh.v8i1.2043

Okata, G. N. (2016). Turn taking sequence in discourse: A tool to effective conversation in a related speech of interlocutors. *International Journal of Research in Arts and Social Sciences*, *9*(1), 152–161.

Padmanabhanunni, A., & Pretorius, T. B. (2023). From fear and vulnerability to fortitude: Sustaining psychological well-being in the face of the COVID-19 pandemic. *South*

African Journal of Psychology, *53*(2), 250–264.
https://doi.org/10.1177/00812463221137876

Possemato, F. (2017). Creating pre-Evaluation opportunity spaces in IRE sequences: Evidence from Italian L2 classrooms in a University Context (Doctoral dissertation).

Ryan, J., & Forrest, L. (2021). 'No chance to speak': Developing a pedagogical response to turn-taking problems. *Innovation in Language Learning and Teaching*, *15*(2), 103–116. https://doi.org/10.1080/17501229.2019.1687709

Ryff, C. D. (2013). Psychological well-being revisited: Advances in the science and practice of eudaimonia. *Psychotherapy and Psychosomatics*, *83*(1), 10–28. https://doi.org/10.1159/000353263

Sa'adah, L., & Yulianti, R. (2018). Turn taking used in conversation class: A classroom discourse analysis. *IALLTEACH (Issues In Applied Linguistics & Language Teaching)*, *1*(2), 17–24. https://journal.uib.ac.id/index.php/iallteach/article/view/282

Scott, B. (2001). Gordon Pask's conversation theory: A domain independent constructivist model of human knowing. *Foundations of Science*, *6*, 343–360.

Shadiev, R., & Li, D. (2023). A review study on eye-tracking technology usage in immersive virtual reality learning environments. *Computers & Education*, *196*, 104681. https://doi.org/10.1016/j.compedu.2022.104681

Stronge, J. H. (2018). *Qualities of effective teachers*. Ascd.

Tottie, G. (2014). Conversational style in British and American English: The case of backchannels. In *English corpus linguistics* (pp. 254–271). Routledge.

Walsh, S. (2006). *Investigating classroom discourse*. Routledge.

Walsh, S. (2014). *Classroom interaction for language teachers*. TESOL International Association Alexandria, VA.

Wiemann, J. M., & Knapp, M. L. (2017). Turn-taking in conversations. *Communication Theory*, 226–245.

Zaswita, H. (2022). The classroom turn-taking process: A study of (initiation-reply-feedback). *Curricula: Journal of Teaching and Learning*, *7*(2), 102–109. https://doi.org/10.22216/curricula.v7i2.796

Zhu, G. (2023). "Educate your heart before your mind": The counter-narratives of one african american female teacher's asset-, equity- and justice-oriented pedagogy in one urban school. *Urban Education*, *58*(6), 1151–1179. https://doi.org/10.1177/0042085920902244

English speaking activities for raising entrepreneurship awareness: EFL students' view

Paskalina Widiastuti Ratnaningsih[1*]
Paskalina Widiastuti Ratnaningsih[1]*
[1]*Entrepreneurship Study Program, Universitas Dinamika Bangsa, Jambi, Indonesia; email: paskalina.widiastuti@unama.ac.id*

ABSTRACT

Speaking is as the part of English skills. Speaking English is important for communication. English is learned in the university level. Entrepreneurship study program students learn English to increase their English related to entrepreneurship. English is needed when they become an entrepreneur for communication. Speaking English well is also needed so that it can convey appropriate meaning. This study aims to discover students' views on entrepreneurship awareness through speaking English. The method used was survey research. The respondents were students of entrepreneurship study program. The questionnaire consisted of closed-ended questions and open-ended questions. The finding of this research was students' awareness of entrepreneurship increased in the process of speaking English. The students were motivated to start their businesses. They had mindset and attitude to be an entrepreneur. It was needed as the foundation to start business. Then, they became aware of SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis in starting their businesses. By analyzing SWOT, they became aware of the processes on how to start their businesses. Their speaking skill also increased along with the increase of their vocabulary, grammar, and pronunciation. Their vocabularies in entrepreneurship had increased. They could also use appropriate grammar in context and appropriate pronunciation. Their self-confident in speaking English also increased.

Keywords: Awareness; English; Entrepreneurship; Speaking.

*Corresponding Author:
paskalina.widiastuti@unama.ac.id

INTRODUCTION

English is as international language nowadays. As an international language, English is used to communicate with people from other countries (Aziz & Kashinathan, 2021; Mega & Sugiarto, 2020). Speaking is used for communication to express thought and opinion (Jannah & Niati, 2022). Speaking is used for mutual understanding in communication (Wibowo & Khairunas, 2019). People need to communicate in social life (Mido, 2019). Speech is one of the types of communication. Speech is needed in the society for communication (Khan & Ali, 2010). Many people learn English in order to be able to communicate well both in academic field and working field (Sudarmo, 2021). English is also used in business area (Sudarmo, 2021). Hence, English has been used widely in the world.

In academic field, English is learned since kindergarten, elementary school, junior high school senior high school, and university. Students have learned English since young age. It is important to learn English since young age (Özdemir, 2015). They also learn vocabulary from the concrete objects. Concrete objects mean real objects that are used for learning vocabulary (Kainta & Rombot, 2020). In teenager, students learn more abstract lesson by

adding English grammar in the lesson. In the university, students learn more specific based on their study program. For example, engineering students learn English that relates to engineer. Another is entrepreneurship study program students learn English about entrepreneurship that can support their businesses in the future. Other than English major, English is learned based on specific purposes (Syaufika & Ambarawati, 2023).

Entrepreneurship study program is the study program in the economic field. Students in entrepreneurship study program learn English in order to be able to know English in economic context. Moreover, entrepreneurship study program has set the goal that the students will be an entrepreneur after they graduate from the university. Hence, English learning is focused in the entrepreneurship area for entrepreneurship study program students.

Entrepreneurship relates to the activity in an organization to provide values of the sources. "Entrepreneurship refers an activity to utilize the resources owned by a person or organization which aims to provide added value to resources in a sustainable way. Currently, to be an entrepreneur is a trend for young people" (Hamdani & Sari, 2023, p.132). University students are as young people that have entrepreneurship motivation. In order to fulfill their motivation to start the business, the university students need to be encouraged to have awareness of entrepreneurship to start their businesses. Entrepreneurship also means to start business and implement the creation in business (Sundarraj & Subbalakshmi, 2023). Entrepreneurship relates to attitude and behavior to manage business (Mi'rajiatinnor et al., 2022). Hence, if the students have awareness of entrepreneurship, they will have intention to start the business. Entrepreneurship intention relates to realize the business dan entrepreneurship intention can be enhanced in the process of learning in the class (Sartono et al., 2023).

Entrepreneurship education is one of the ways to increase students' awareness of entrepreneurship. Awareness of entrepreneurship refers to the attitude and mindset as an entrepreneur (Fallah et al., 2022). Personal values influence people's attitude of entrepreneurship (González et al., 2022). It is also stated that entrepreneurship education can enhance entrepreneurship attributes (Pham et al., 2023). Entrepreneurship knowledge also shapes students' mindset and attitude to be an entrepreneur (Ratnamiasih & Rohmah, 2023). The growth mindset is an important factor to comprehend opportunities in starting business (Mulyani et al., 2023). Attitude relates to the extent to behavior (Amofah & Saladrigues, 2022). "Entrepreneurial knowledge is an intellectual that is obtained and owned by an individual through entrepreneurship education which can later help an individual innovate and enter the field of entrepreneurship" (Febriani & Sagoro, 2020, p.7).

Entrepreneurship awareness can enhance entrepreneurial interest. Entrepreneurial interest is based on entrepreneurship literacy (Setiawati et al., 2022). By having the awareness, the students have readiness to start their businesses. It is stated that entrepreneurial readiness is caused by students' motivation (Wulandari et al., 2022). Entrepreneurial motivation is an important factor to attain goal to be an entrepreneur (Mulyani et al., 2023). Entrepreneurial awareness can make the students have entrepreneurial intention. Entrepreneurial intention emerges with self-efficacy (Hutasuhut, 2018). Self-efficacy relates to people's belief to be able to do something. Self-efficacy has an influence to entrepreneurial intention (Hazudin et al., 2015).

In entrepreneurship, SWOT analysis is important when preparing to start a business. "SWOT analysis at a strategic stage, try to identify and examine the existing resources, both internally and externally, investigating their trends and patterns that may have either positive or negative impacts to businesses" (Namugenyi et al., 2019). SWOT consists of S (Strengths), W (Weaknesses), O (Opportunities), T (Threats) (Poniwatie et al., 2022). Strengths relate to internal factors that can reach goal, weaknesses relate to internal factors that hinder the goal, opportunities relate to external factor that can help to achieve the goal, threats relate to external factors that become barrier to achieve the goal (Benzaghta et al., 2021). SWOT analysis is used for planning business. "This accuracy is seen in the ability of the company's

decision makers to maximize the role of strength factors and take advantage of opportunities which also acts as a tool to minimize the weaknesses that exist in the company and suppress threats that arise from outside" (Poniwatie et al., 2022).

English is learned in the university, including in entrepreneurship study program. English learning is divided into English skills and English components. English skills consist of receptive skills and productive skills. Receptive skills consist of Listening and Reading. Productive skills consist of Speaking and Writing. Those are four English skills (Husna, 2021). There are also English components, namely Grammar, Vocabulary, and Pronunciation. In order to have good English, students must understand all skills and components. Grammar, vocabulary, and pronunciation are needed in speaking English (Kasmaini et al., 2023). Students need to understand diction and word form for vocabulary, to use correct pronunciation, to use correct sentences and phrases, and to be fluent in speaking English (Kasmaini et al., 2023). It is important to speak English accurately and fluently (Safitri & Misdi, 2021).

Self-confidence is one of the factors that make students would like to communicate in English (Mega & Sugiarto, 2020). There are four factors of self-confidence, namely identity, self-concept, self-esteem, and self-efficacy (Mega & Sugiarto, 2020). It is also stated that self-efficacy is one of the difficulties in speaking English (Jannah & Niati, 2022). Students have less confident to speak English as a foreign language. One of the factors that students are not confident is afraid to make mistakes and nervousness (Meinawati et al., 2020).

There are eight indicators of speaking assessment. They are choosing the topic, delivering purpose, providing supporting materials, using drafting patterns, using appropriate language, using good tone, using correct grammar and pronunciation, and having good attitude (Mega & Sugiarto, 2020). Three reasons that students have intention to speak are the students have opportunities to speak in front of the class, there is feedback after speaking, the students have chance to use language elements (Parmawati & Inayah, 2019). Speaking consists of accuracy and fluency. Accuracy consists of the use of correct vocabulary, grammar and pronunciation, while fluency refers to the ability to speak continuously (Parmawati & Inayah, 2019). Comprehension of the topic delivered is also important in speaking English (Sihotang et al., 2021).

Speaking conveys ideas in proper words (Mido, 2019). Speaking English is also aimed to have successful career (Mulyani et al., 2019). The students with good English tend to have good communication. Teacher can enhance language activity by problem solving (Khan & Ali, 2010). There are six ways to improve English speaking, namely articulation, eye contact, interlocutors, body language, empathy, emotion, and atmosphere (Sihotang et al., 2021). Speaking attentively by paying attention of what is saying makes people have awareness of their speaking (Sudarmo, 2021).

There were six previous studies. Firstly, combining theme-based English in the form of short dialogue and role play and entrepreneurship increased students' entrepreneurship mindset (Özdemir, 2015). Secondly, entrepreneurship motivation could increase by using entrepreneurial role model in speaking (Rifah et al., 2021). Thirdly, language use and entrepreneurial education enhanced entrepreneurial perspective (Johnstone et al., 2018). Fourthly, language learning and entrepreneurship related each other (De Costa et al., 2016). Fifthly, students' selling ability increased after learning entrepreneurship in English (Yugafiati, 2022). Sixthly, English learning increased students' entrepreneurial intention, mindset, self-efficacy, and outcome expectations (Fallah et al., 2022). The previous studies focused on language learning on English speaking and the relation to entrepreneurship. However, there was no study that focused specifically in speech of speaking English and the relation to entrepreneurship awareness. Hence, this study would like to focus on this area.

Since speaking English is important and it is needed for entrepreneurship study program students, this study would like to explore this research question: What are students' views of speaking English and entrepreneurship awareness? Through this study, it is expected to meet the contribution to the body of knowledge, bringing new perspective on conveying

entrepreneurship awareness through speaking English, which was not studied previously. It builds a new concept in which speaking English can enhance awareness in certain area. The limitation of this study is English speaking is focused on speech.

METHODS

Research Design

The method used was quantitative study with survey research. Survey research is "procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population" (Creswell, 2012, p.376). This study used survey research to gather students' opinion of entrepreneurship awareness through speaking English.

Research Instrument

This study used questionnaire. The questionnaire consisted of English learning and entrepreneurship. The items of English learning consisted of 8 questions. The items of entrepreneurship consisted of 9 questions. The questionnaire was constructed based on theoretical reviews and the previous studies. The questionnaire used Likert scale. Scale 5 meant strongly agree, scale 4 meant agree, scale 3 meant neutral, scale 2 meant disagree, scale 1 meant strongly disagree.

Data Collection

The respondents of this research were entrepreneurship study program students. There were 40 students that filled in the questionnaire. The procedure of this research was the researcher made the questionnaire based on English learning specifically in speaking and entrepreneurship. Then, the questionnaire was spread to the students of entrepreneurship study program. The questionnaire was distributed with Google form to the students. The students filled in the questionnaire.

Data Analysis

After respondents filled in the questionnaire, each item of the questionnaire consisted of five scales. The total of each scale in each item was calculated. Then, the number of each item was given the percentage. The highest percentage in each item was considered as the perception of the students in each item in closed-ended questions. Then, the frequents answers in open-ended questions were as the representative answers in each question.

RESULTS AND DISCUSSION

The findings of this research are divided into two parts. The first is the percentage of closed-ended questionnaire. The second is the findings of open-ended questionnaire. The respondents consisted of 47.5% male and 52.5% female. Their average age was 19 years old.

The table below shows the result of questionnaire items in closed-ended questionnaire.

Table 1. Percentage of closed-ended questionnaire

No.	Item	1	2	3	4	5
	English Speaking					
1.	I am happy to speak English with entrepreneurship as the topic.	2.5%	7.5%	27.5%	**42.5%**	20%

No.	Item	1	2	3	4	5
	English Speaking					
2.	I pay attention to my English grammar when I speak English.	0%	2.5%	22.5%	**52.5%**	22.5%
3.	I learn new vocabularies about entrepreneurship when I speak English.	0%	7.5%	15%	27.5%	**50%**
4.	I understand the topic of entrepreneurship when I speak English.	0%	10%	**45%**	30%	15%
5.	I am self-confident when I speak English in front of the class.	2.5%	2.5%	**45%**	30%	20%
6.	I pronounce English words correctly when I speak English.	0%	10%	**42.5%**	25%	22.5%
7.	I get feedback after I speak English.	0%	5%	22.5%	35%	**37.5%**
8.	I am motivated to increase my skill in speaking English.	0%	0%	12.5%	25%	**62.5%**
	Entrepreneurship					
9.	I want to be an entrepreneur after I graduate from university.	0%	0%	7.5%	25%	**67.5%**
10.	When preparing for speaking English with entrepreneurship topic, I think about a business that I will start to open and how to develop it.	0%	2.5%	22.5%	32.5%	**42.5%**
11.	I analyze SWOT (Strengths, Weaknesses, Opportunities, Threats) in starting my own business as part of the topic for speaking English.	0%	2.5%	35%	**47.5%**	15%
12.	I become aware of strengths that I have in starting my business.	0%	0%	15%	**47.5%**	37.5%
13.	I become aware of weaknesses that I have in starting my business.	0%	0%	17.5%	40%	**42.5%**
14.	I become aware of opportunites that I have in starting my business.	0%	0%	25%	**40%**	35%
15.	I become aware of threats that I have in starting my business.	0%	0%	30%	**37.5%**	32.5%
16.	I am motivated to start my own business.	0%	0%	20%	27.5%	**52.5%**
17.	Speaking English with entrepreneurship topic increases my awareness to be an entrepreneur.	0%	2.5%	32.5%	30%	**35%**

It could be seen from the questionnaire above about English speaking. Firstly, the respondents agreed that they were happy to speak English with entrepreneurship as the topic (42.5%). Secondly, the respondents agreed that they paid attention to their English grammar when they spoke English (52.5%). Thirdly, the respondents strongly agreed that they learned new vocabularies about entrepreneurship when they spoke English (50%). Fourthly, the respondents were neutral that they understood the topic of entrepreneurship when they spoke English (45%). Fifthly, the respondents were neutral that they were self-confident when they spoke English in front of the class (45%). Sixthly, the respondents were neutral that they pronounced English words correctly when they spoke English (42.5%). Seventhly, the respondents strongly agreed that they got feedback after they spoke English (37,5%). Eighthly,

the respondents strongly agreed that they were motivated to increase their skills in speaking English (62.5%).

It could also be seen from the questionnaire above about entrepreneurship. Firstly, the respondents strongly agreed that they wanted to be an entrepreneur after they graduated from university (67.5%). Secondly, the respondents strongly agreed that when preparing for speaking English with entrepreneurship topic, they thought about a business that they would start to open and how to develop it (42.5%). Thirdly, the students agreed that they analyzed SWOT (Strengths, Weaknesses, Opportunities, Threats) in starting their own businesses as part of the topic for speaking English (47.5%). Fourthly, the respondents agreed that they became aware of strengths that they had in starting their businesses (47.5%). Fifthly, the respondents strongly agreed that they became aware of weaknesses that they had in starting their businesses (42.5%). Sixthly, the respondents agreed that they became aware of opportunities that they had in starting their businesses (40%). Seventhly, the respondents agreed that they became aware of threats that they had in starting their businesses (37.5%). Eighthly, the respondents strongly agreed that they got motivation to start their own businesses (52.5%). Ninthly, the respondents strongly agreed that speaking English with entrepreneurship topic increased their awareness to be an entrepreneur (35%).

There were also three open-ended questions. The first was respondents' experiences in speaking English with entrepreneurship as the topic. The respondents answered that they were able to speak English well and they learned new vocabularies and how to make good sentences. It was also stated that vocabulary was needed in speaking English (Kasmaini et al., 2023). However, some of them were nervous to speak in front of the class and tried to be self-confident. They also got feedback from the lecturer after they finished speaking. It was as stated that self-confident was needed for communication (Mega & Sugiarto, 2020). Other respondents answered that they were motivated to start a business, they were motivated to be an entrepreneur, they got vision and broaden their knowledge on their future business, and they became aware of their SWOT (Strengths, Weaknesses, Opportunities, and Threats). The second was whether the respondents were motivated to start their business after speaking English. The respondents answered that they were motivated and determined to start their businesses or continue family business based on the speaking topic and they became enthusiastic to have a business. It was stated that entrepreneurship awareness related to mindset and attitude to start business (Fallah et al., 2022). They would also like to start the business and develop it, they thought about appropriate business that they would like to open, and they thought about SWOT analysis to start a business. It was as stated that entrepreneurship related to starting business (Sundarraj & Subbalakshmi, 2023). The third was business types that the respondents would open in the future time. The respondents answered that they would like to open businesses in the areas of food and beverage, clothes, fashion, groceries, skin care, catering, fishing, furniture, culinary, farming, accessories, and bakery.

This study supported the previous studies that language learning specifically in speaking English increased students' awareness of entrepreneurship. It was as stated that English was learned for specific purposes for study program other than English major (Syaufika & Ambarawati, 2023). This study added new finding from the previous study that English speaking in the form of speech could improve students' awareness of entrepreneurship. In the previous studies, speaking English was in form of short dialogue, role play, and conversation in relation to entrepreneurship (Özdemir, 2015; Rifah et al., 2021; Yugafiati, 2022). This study found that speech could increase entrepreneurship awareness. It was also as stated that English was used in the scope of business (Sudarmo, 2021). In this study, entrepreneurship awareness increased in the process of preparing the speech and during the speech. In preparing the speech with the topic of entrepreneurship, the students became aware of the businesses that they would like to open. It was as stated that topic and delivering purpose were needed in speaking assessment (Mega & Sugiarto, 2020). They also became aware of SWOT (Strengths, Weaknesses, Opportunities, Threats) to start their businesses. It was as stated that SWOT analysis was needed in business planning (Benzaghta et al., 2021;

Namugenyi et al., 2019; Poniwatie et al., 2022). They analyzed SWOT while planning their businesses. Then, they got motivated to have a business after they graduated. It was stated that entrepreneurship awareness increased readiness to open business (Wulandari et al., 2022). It was also as stated that entrepreneurship related to start a business (Sundarraj & Subbalakshmi, 2023). They had mindset and attitude to start the business (Fallah et al., 2022). They had thought about business field that they would like to open in the future time. It was as stated that realizing business related to entrepreneurship intention (Sartono et al., 2023). Intention emerged since there was motivation inside. Furthermore, their English speaking also increased. English speaking for communication was needed when they started their businesses to communicate with many people. It was as stated that there had to be mutual understanding in the speaking process (Wibowo & Khairunas, 2019). They improved their vocabularies in the area of entrepreneurship, they increased their methods to form sentences with good English grammar, and they improved their pronunciation. It was as stated that vocabulary, grammar, and pronunciation were needed for speaking English (Kasmaini et al., 2023). Some students had self-confident and some did not have self-confident yet in speaking English since they needed to overcome nervousness. It was as stated by Meinawati et al. (2020) that nervousness affected self-confident. The students also got feedback after speaking to increase their speaking skill (Parmawati & Inayah, 2019). Feedback was essential for students to understand their progress in speaking. The students were more fluent and accurate in speaking English. It was as stated that fluency and accuracy were important in speaking English (Parmawati & Inayah, 2019). All in all, from the findings of this research, a need analysis regarding the English-speaking activities in details are urgently needed as it will portray the actual need of the students as a study conducted by Candra and Khoiriyah (2024). Need analysis is crucial since English for specific field will meet the target students.

CONCLUSION

Based on the findings and discussion above, it can be concluded that awareness of entrepreneurship increases through speaking English. There is the shift of mindset, attitude, and intention to start business. English speaking skill in entrepreneurship context has also increased. The topic given for speech has influenced them to think about their businesses in the future. They also think about SWOT analysis of their business and how to develop their business. Furthermore, their ability of speaking English also increases well. They also increase their vocabularies with entrepreneurship topic and also grammar and pronunciation.
This study has pedagogical implication in which English lecturers can provide related topics to increase students' certain skill and mindset. The students actively participate and the awareness shift occurs during the learning process. Future research can explore other English skills, namely Listening, Reading, Writing in the relation to entrepreneurship. In each skill, it can find another method to increase entrepreneurship awareness by using English learning.

ACKNOWLEDGMENT

CONFLICTS OF INTEREST

The authors declare that there is no conflict of interest regarding the publication of this paper.

AUTHOR CONTRIBUTIONS

Ratnaningsih, P.W.: Conceptualization (lead), methodology (lead), writing – original draft

(lead), review (lead), editing (lead), reviewing (lead), and securing funding (lead).

REFERENCES

Amofah, K., & Saladrigues, R. (2022). Impact of attitude towards entrepreneurship education and role models on entrepreneurial intention. *Journal of Innovation and Entrepreneurship*, *11*(36), 1–30. https://doi.org/10.1186/s13731-022-00197-5

Aziz, A. A., & Kashinathan, S. (2021). ESL learners' challenges in speaking English in Malaysian classroom. *Development*, *10*(2), 983-991. https://doi.org/10.6007/IJARPED/v10-i2/10355

Benzaghta, M. A., Elwalda, A., Mousa, M. M., Erkan, I., & Rahman, M. (2021). SWOT analysis applications: An integrative literature review. *Journal of Global Business Insights*, *6*(1), 55–73. https://doi.org/10.5038/2640-6489.6.1.1148

Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Pearson Education, Inc.

De Costa, P., Park, J., & Wee, L. (2016). Language Learning as Linguistic Entrepreneurship: Implications for Language Education. *Asia-Pacific Education Researcher*, *25*(5–6), 695–702. https://doi.org/10.1007/s40299-016-0302-5

Fallah, N., Kiany, G. R., & Tajeddin, Z. (2022). Exploring the effect of an entrepreneurship awareness-raising intervention on ELT learners' entrepreneurial intention, mindset, self-efficacy and outcome expectations. *Language Teaching Research Quarterly*, *27*, 45–65. https://doi.org/10.32038/ltrq.2022.27.04

Febriani, M., & Sagoro, E. M. (2020). The effect of emotional intelligence and entrepreneurial knowledge on business success of PMW's entrepreneurship students of Yogyakarta State University. *Kajian Pendidikan Akuntansi Indonesia*, *9*(2), 1–18. https://journal.student.uny.ac.id/index.php/kpai/article/view/16871%0Ahttps://journal.student.uny.ac.id/index.php/kpai/article/viewFile/16871/16287

González, J. A. D. B., Aranda, M. M., & Barba-Sánchez, V. (2022). Environmental awareness and the entrepreneurial intention in university students: Direct and mediating effects. *The International Journal of Management Education*, *20*(3), 1–15. https://doi.org/10.1016/j.ijme.2022.100719

Hamdani, N. A., & Sari, I. (2023). Investigating the relationship between entrepreneurial knowledge and entrepreneurial interest: A survey on e-commerce entrepreneur. *International Journal of Business, Economics, and Social Development*, *4*(3), 132–138.

Hazudin, S. F., Kader, M. A. R. A., Tarmuji, N. H., Ishak, M., & Ali, R. (2015). Discovering small business start up motives, success factors and barriers: A gender analysis. *Procedia Economics and Finance*, *31*, 436–443. https://doi.org/10.1016/s2212-5671(15)01218-6

Husna, H. A. U. (2021). The relationship between the students English speaking skills and their closeness to English. *Language Circle: Journal of Language and Literature*, *15*(2), 229–240. https://doi.org/10.15294/lc.v15i2.28581

Hutasuhut, S. (2018). The roles of entrepreneurship knowledge, self-efficacy, family, education, and gender on entrepreneurial intention. *Dinamika Pendidikan*, *13*(1), 90–105. https://doi.org/10.15294/dp.v13i1.13785

Jannah, W. J., & Niati, B. (2022). Students' difficulties in speaking English. *Journal of English Education*, *8*(2), 120–129. https://doi.org/10.33557/binabahasa.v14i2.1511

Johnstone, L., Monteiro, M. P., Ferreira, I., Westerlund, J., Aalto, R., & Marttinen, J. (2018). Language ability and entrepreneurship education: Necessary skills for Europe's start ups? *Journal of International Entrepreneurship*, *16*(3), 369–397. https://doi.org/10.1007/s10843-018-0230-y

Kainta, E., & Rombot, J. E. (2020). Exploring students' motivation and vocabulary achievement through labeling method. *Vision: Journal for Language and Foreign*

Language Learning, *9*(1), 1–17. https://doi.org/10.21580/vjv9i14509

Kasmaini, Danim, S., Kristiawan, M., Zahrida, Sufiyandi, & Maharrani, D. (2023). Improving English Students' speaking skills through an action learning strategy. *English Review: Journal of English Education*, *11*(1), 143–152. https://doi.org/10.25134/erjee.v11i1.7232

Khan, N., & Ali, A. (2010). Improving the speaking ability in English: The students' perspective. *Procedia - Social and Behavioral Sciences*, *2*(2), 3575–3579. https://doi.org/10.1016/j.sbspro.2010.03.554

Candra, B., & Khoiriyah, K. (2024). Cultivating English proficiency for enhanced customer service in Indonesian railways: A study on vocational training needs. *English Review: Journal of English Education*, *12*(1), 397-408. https://doi.org/10.25134/erjee.v12i1.9133

Mega, I. R., & Sugiarto, D. (2020). Speaking skill in correlation with English speaking learning habit and self confidence of vocational high school students. *Journal of Foreign Languange Teaching and Learning*, *5*(2), 172–187. https://doi.org/10.18196/ftl.5253

Meinawati, E., Rahmah, N. A., Harmoko, D. D., & Dewi, N. (2020). Increasing English speaking skills using Youtube. *Polyglot: Jurnal Ilmiah*, *16*(1), 1–13. https://doi.org/10.19166/pji.v16i1.1954

Mi'rajiatinnor, D., Abbas, E. W., Rusmaniah, Mutiani, & Jumriani. (2022). Factors encouraging entrepreneurship for students of the Faculty of Teacher Training and Education, Lambung Mangkurat University. *The Kalimantan Social Studies Journal*, *4*(1), 18–30. https://doi.org/10.20527/kss.v4i1.5297

Mido, L. (2019). Students' problem in speaking English at second grade of SMA Negeri 1 Siompu Barat. *English Education Journal*, *5*(2), 76–82. https://doi.org/10.55340/e2j.v5i2.275

Mulyani, E., Alwi, A. C., Afandi, M. R., & Supriyanto. (2023). The influence of entrepreneurial mindset and entrepreneurial motivation to entrepreneurial readiness. *Jurnal Kependidikan*, *7*(1), 81–91. https://doi.org/10.21831/jk.v7i1.58570

Mulyani, E., Dewanti, R., & Iskandar, I. (2019). Improving English speaking skills through scientific method assisted graphic media (Action Research at SMPN 1 Cikidang Sukabumi). *BAHTERA : Jurnal Pendidikan Bahasa Dan Sastra*, *18*(1), 93–100. https://doi.org/10.21009/bahtera.181.08

Namugenyi, C., Nimmagadda, S. L., & Reiners, T. (2019). Design of a SWOT analysis model and its evaluation in diverse digital business ecosystem contexts. *Procedia Computer Science*, *159*, 1145–1154. https://doi.org/10.1016/j.procs.2019.09.283

Özdemir, P. (2015). A combined approach to teaching English and Entrepreneurship. *Procedia - Social and Behavioral Sciences*, *199*, 293–297. https://doi.org/10.1016/j.sbspro.2015.07.547

Parmawati, A., & Inayah, R. (2019). Improving students' speaking skill through English movie in scope of speaking for general communication. *ELTIN Journal: Journal of English Language Teaching in Indonesia*, *7*(2), 45–53. https://e-journal.stkipsiliwangi.ac.id/index.php/eltin/article/view/1327

Pham, M., Nguyen, A. T. T., Tran, D. T., Mai, T. T., & Nguyen, V. T. (2023). The impact of entrepreneurship knowledge on students' e-entrepreneurial intention formation and the moderating role of technological innovativeness. *Journal of Innovation and Entrepreneurship*, *12*(1), 1–30. https://doi.org/10.1186/s13731-023-00351-7

Poniwatie, A., Noviandari, I., Kusumo, R. M. B., & Pratama, D. J. (2022). SWOT analysis in improving marketing strategies in Circle K Gunawangsa Surabaya. *International Journal of Economics, Business and Accounting Research (IJEBAR)*, *6*(1), 648–657. https://doi.org/10.29040/ijebar.v6i1.4480

Ratnamiasih, I., & Rohmah, D. S. (2023). Entrepreneurship knowledge and locus of control in increasing interest in entrepreneurship. *Jurnal Riset Bisnis Dan Manajemen*, *16*(1), 59–64. https://doi.org/10.23969/jrbm.v16i1.7012

Rifah, L., Shanti, M., & Sabilah, F. (2021). The needs of English for entrepreneurship students in the university level: The entrepreneurial role models' prespective. *KEMBARA*

Journal of Scientific Language Literature and Teaching, *7*(2), 297–306. https://doi.org/10.22219/kembara.v7i2.18187

Safitri, D., & Misdi. (2021). Speaking fluency and EFL learners' reluctance to speak English among primary school students: Factors and evidence. *ETERNAL (English Teaching Journal)*, *12*(2), 126–138. https://doi.org/10.26877/eternal.v12i2.9250

Sartono, Hermawan, I., Amid, J., Suwondo, A., & Putri, D. N. (2023). Developing Business start-up to promote job creation: An entrepreneurship perspective in pandemic era. *Jurnal Dinamika Manajemen*, *14*(1), 31–43. https://doi.org/10.15294/jdm.v14i1.38809

Setiawati, R., Adriani, Z., & Wediawati, B. (2022). Entrepreneurial interest in startup business based on entrepreneurial literacy and digital literacy. *Jurnal Perspektif Pembiayaan Dan Pembangunan Daerah*, *10*(4), 235–250. https://doi.org/10.22437/ppd.v10i4.18819

Sihotang, A. M., Sitanggang, F., Hasugian, N., & Saragih, E. (2021). The effective way to develop speaking skills. *IDEAS Journal of Language Teaching and Learning, Linguistics and Literature*, *9*(1), 188–196. https://doi.org/10.24256/ideas.v9i1.1777

Sudarmo. (2021). The Importance of Speaking in English as a Foreign Language between Skillful and Thoughtful Competencies: Studying Sociolinguistics Perspectives. *Linguistics and Culture Review*, *5*(2), 113–124. https://doi.org/10.32996/ijels.2024.6.2.22

Sundarraj, P., & Subbalakshmi, A. V. V. S. (2023). Awareness on Entrepreneurial orientation among Management students in Vellore. *International Journal of Professional Business Review*, *8*(5), 1–27.

Syaufika, F., & Ambarawati, E. K. (2023). Exploring English for specific purposes needs for undergraduate Psychology students. *PROJECT (Professional Journal of English Education)*, *6*(6), 1184–1197. http://ojs.unicolombo.edu.co/index.php/adelante-ahead/article/view/102%0Ahttp://ojs.unicolombo.edu.co/index.php/adelante-ahead/article/viewFile/102/102

Wibowo, A. I., & Khairunas, S. (2019). Improving communication English speaking skill through listening practice for non-English majored students. *Wanastra: Jurnal Bahasa Dan Sastra*, *11*(2), 101–106. https://doi.org/10.31294/w.v11i2.6204

Wulandari, A., Marsofiyati, & Eryanto, H. (2022). The effect of entrepreneurship knowledge entrepreneurship readiness mediated by entrepreneurship motivation in students. *Jurnal Pendidikan Ekonomi, Perkantoran Dan Akuntansi*, *7*(4), 122–128.

Yugafiati, R. (2022). English entrepreneurship as a course to empower students' life skill during covid-19 pandemic era. *PROJECT (Professional Journal of English Education)*, *5*(3), 462–468. http://journal.ikipsiliwangi.ac.id/index.php/project/article/view/10626

The role of the social media platform *Pinterest* as a creative media reference for generation Z students

Relly Anjar Vinata Wisnu Saputra*
Study Program of Communication Science, Faculty of Social Sciences, Universitas Negeri Padang, Padang, Indonesia;
email: rellyvinata@fis.unp.ac.id

ABSTRACT

This study was conducted to analyze the role of the social media platform Pinterest as a reference for the creativity of Generation Z students. The research method used was qualitative with a case study approach, allowing for an in-depth exploration of how Pinterest influences student creativity. Data collection techniques were carried out through in-depth interviews, observations, and document studies, ensuring a comprehensive understanding of the subject matter. Informants were determined purposively, consisting of students from the Department of Sociology at Universitas Negeri Padang, specifically from both the Sociology Study Program and the Communication Studies Program. This targeted selection ensured that the informants had relevant experience and insights. Data processing utilized the Miles and Huberman data analysis technique, which involves data reduction, data display, and conclusion drawing/verification. This method ensured that the data was systematically analyzed to identify patterns and draw meaningful conclusions. The results of the study indicate that Pinterest plays a crucial role in facilitating the creative processes of Generation Z students. This platform serves as a rich source of visual inspiration, offering a vast array of images and creative ideas that can stimulate the imagination of Generation Z students. Additionally, the ability to save and share creative content broadens the horizons of Generation Z students, enabling them to continuously develop their creative skills and expertise. Pinterest not only provides inspiration but also serves as a collaborative tool where students can exchange ideas and gain feedback from peers, further enhancing their creative potential.

Keywords: Generation Z; Media Reference; Pinterest; Student Creativity

INTRODUCTION

Social media has become an integral part of daily life, not only as a means of social interaction but also as a source of inspiration and reference. Social media serves as a media hub that can focus on user existence, facilitating them in their activities and collaborations. Thus, social media can strengthen relationships between users and make it easier for students to exchange information in the field of education (Abbas et al., 2019; Alismaiel et al., 2022; Ansari & Khan, 2020; Nasrullah, 2017).

Pinterest, a unique and innovative social media platform, has gained popularity due to its ability to allow users to explore, discover, save, and share visual inspiration in the form of images and videos known as "pins." With a strong focus on creative ideas, fashion, food, and various other interests, Pinterest provides a platform for individuals to collect and organize their interests in various themed boards (Enterprise, 2014; Gonçalves et al., 2019).

Pinterest's development is driven by the desire to facilitate exploration, inspiration, and creativity in visual form, especially amidst the rapidly growing digital content boom (Huntington, 2022; Lapolla, 2014; Scolere & Humphreys, 2016). Founded in March 2010 by Ben Silbermann, Paul Sciarra, and Evan Sharp, Pinterest has grown into one of the leading social media platforms with over 400 million monthly active users worldwide as of September 2021. Pinterest's presence as a social media platform that facilitates interaction between users with similar interests has been a crucial factor in its success.

Pinterest's interface is designed to be intuitive and engaging, allowing users to easily explore content and gather inspiration according to their interests. Users can create themed boards for specific topics, add pins, and collaborate with others (Jing et al., 2015; Lazzez et al., 2023). Additionally, Pinterest integrates artificial intelligence technology to recommend content that matches users' interests, enhancing the overall user experience.

Pinterest's role as new media is not limited to inspiration alone. The platform influences various aspects of daily life, such as providing inspiration for cooking, home decorating, clothing design, and vacation planning. This makes Pinterest a highly valuable resource for individuals who want to explore and develop their interests and creativity.

Not only for individuals, Pinterest also has significant implications in the business and marketing world. Many businesses use Pinterest as a visual marketing tool to promote their products and services and link their pins to their websites to drive more traffic and potential customers (Huang et al., 2022). Optimized marketing strategies with Pinterest can provide substantial benefits in building brand image and reaching target markets more effectively.

Pinterest has paved a new way in changing how people interact with visual content in this digital era. Through inspiration, collaboration, and creativity, Pinterest continues to solidify its position as one of the leading social media platforms that encourages users to explore and express their interests and ideas (Clarke, 2019).

Among students, Pinterest presents an open window to the world of visual inspiration. This includes students at Universitas Negeri Padang, particularly those in the Department of Sociology who are part of Generation Z. The numerous project-based learning (PBL) assignments for students in the Department of Sociology at Universitas Negeri Padang are one of the factors driving them to use Pinterest. PBL is a learning approach that emphasizes collaborative projects and contextual learning, where students are given tasks that require problem-solving, research, and presentation of results.

Generation Z, also known as Gen Z or centennials, is the generation born between 1997 and 2012, right after the millennial generation or Generation Y. Additionally, Generation Z includes those born between 1998 and 2009 (Tapscott, 2009). Generally, these statements are accurate, considering that Generation Z is the generation born after 1996. On average, Generation Z is currently attending college, while some have entered the workforce by 2020.

Pinterest has become a highly relevant platform for Generation Z students, who have grown up in the digital era and are accustomed to using technology (Saputra, 2024). In the context of learning and creativity, Generation Z students use Pinterest as a rich source of visual inspiration. They not only save ideas for academic projects but also create inspirational boards that reflect their interests and identities. Collaboration is key to Pinterest's use among Generation Z students, as they can share ideas, references, and tutorials with fellow students around the world. With Generation Z's tendency to combine technology with creativity, Pinterest provides a platform for developing visual and conceptual skills. Additionally, Generation Z students use Pinterest as a personal marketing

tool, building an online identity that reflects their talents, interests, and aspirations. With a combination of flexibility and visual engagement, Pinterest plays a crucial role in supporting Generation Z students in their academic and personal development journeys.

This research was conducted to analyze the role of the social media platform Pinterest as a reference for the creativity of Generation Z students.

METHODS

In this research, a qualitative research method with a case study approach was used. This type of method is employed to investigate and understand an event or problem that has occurred by gathering various types of information, which is then processed to obtain a resolution method so that the expressed problem can be solved (Saputra, 2023).

Generally, a case study is a more appropriate strategy when the substance of the research question is how or why, when the researcher has little ability to control the events being studied, and when the focus of the research is on contemporary phenomena in real-life contexts (Yin, 2009). This research will be analyzed using Media Richness Theory, a theoretical framework that focuses on the ability of communication media to convey information, particularly in organizational and business contexts. This theory is based on the assumption that each medium has a certain level of richness or sharpness, affecting its ability to convey information with clarity and content richness (Daft & Lengel, 1986).

As a qualitative study, the subjects in this research are informants who serve as data sources. The informant selection technique used is purposive sampling. This technique involves selecting individuals based on specific criteria or categories that are created according to the research objectives (Wahyuni, 2018). Therefore, the subjects in this research are selected based on this technique, namely nine students from the Department of Sociology at Universitas Negeri Padang. These informants are determined based on the following criteria:

1. Active students enrolled in the Department of Sociology.
2. Regularly use Pinterest in their academic or personal activities.
3. Able to provide in-depth insights into the use of Pinterest in the context of learning.
4. Participate in communities or forums discussing topics related to Pinterest.
5. Have experience creating content or pins on Pinterest.
6. Familiar with various features and functions of Pinterest relevant to their studies.
7. Involved in projects or assignments that utilize Pinterest as a tool.
8. Follow accounts or boards on Pinterest related to sociology or their study topics.
9. Willing to participate in interviews and in-depth discussions about their experiences using Pinterest.

With these criteria, it is expected that the research can gain a better understanding of how students use Pinterest in their academic context.

Data collection techniques included interviews, observation, and literature study. Data analysis was conducted using the Miles and Huberman data analysis technique. The analysis was carried out in three stages: 1) data reduction; 2) data display; and 3) conclusion drawing (Saputra, 2023).

RESULTS AND DISCUSSION

The use of the social media platform "Pinterest" offers a unique visual experience, allowing users to discover, save, and share various visual content covering a wide range of topics, from interior design, food recipes, fashion styles, to do-it-yourself (DIY) projects. Pinterest facilitates easy and structured access to visual inspiration from around the world. Users can explore various thematic boards created by other users, containing images and ideas related to specific interests. This enables them to discover new ideas, trends, and projects that can spark their creativity. In this context, Pinterest serves as a means for exploring and discovering creative ideas.

Image 1. Pinterest Logo
Source: www.logos-world.net

One important aspect of Pinterest is its ability to allow users to save and organize the content they encounter in the form of "pins" on their personal thematic boards. This enables users to create collections of ideas that they can access and further develop in the future. By saving and organizing inspirational content, Pinterest helps users to compile ideas, develop projects, and actualize their creativity. Additionally, collaboration among users is also an important aspect of facilitating creativity on Pinterest. Users can collaborate with others on shared thematic boards, allowing them to share inspiration, ideas, and perspectives (Ismail, 2016). This creates an environment that can stimulate discussion, exchange ideas, and enhance inspiration, all of which support creativity and innovation.

Pinterest not only facilitates individual creativity but also has implications for collective creativity. Users can draw inspiration from other users' contributions and blend those ideas to create something new and innovative (Acar et al., 2024). In this sense, Pinterest is not only a place to seek inspiration but also to contribute to creative collaboration at a community level. The positive influence of Pinterest in supporting creativity and inspiration is reflected in user experiences. Users feel inspired, more creative, and have a broader knowledge of various topics. They can create a visual portfolio of their interests, expand their horizons, and develop new skills. Therefore, Pinterest is not just a social media platform, but also a tool that facilitates creative growth and personal development.
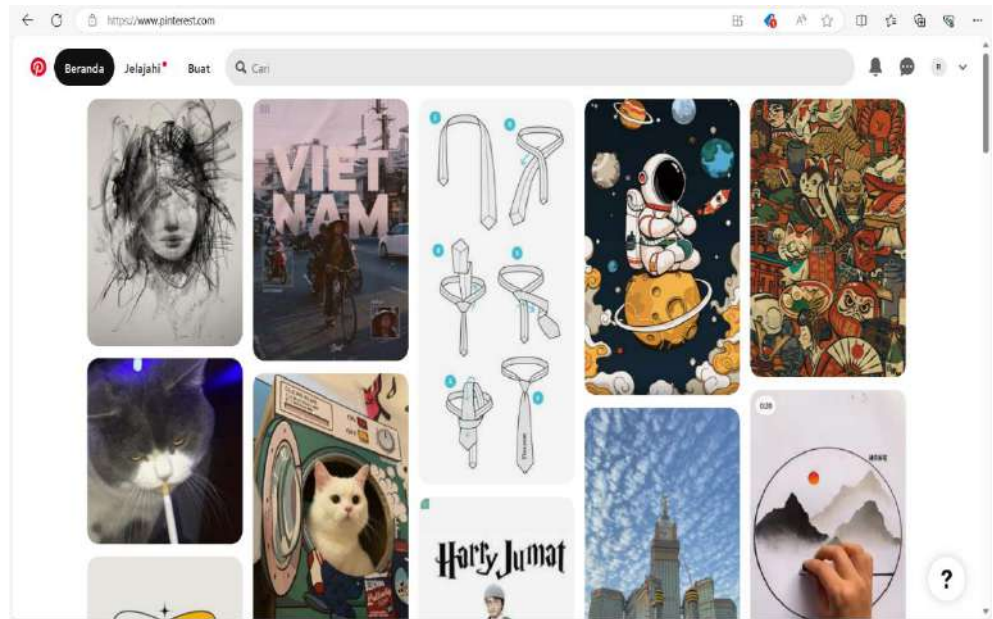
Image 2. Pinterest Desktop Interface
Source: Primary research data

Image 3. Pinterest Mobile Interface
Source: Primary research data

The results of this study indicate Pinterest's role as a media reference for creativity among Generation Z students by exploring various aspects of the platform's use in the context of higher education. The analyzed data shows that most Generation Z students actively utilize Pinterest at various stages of their creative processes. From visual arts to functional design, Pinterest introduces a variety of ideas and visual inspiration, opening up broad exploration opportunities for Generation Z students to develop their creativity.

In-depth interviews with key informants provide a comprehensive understanding of the importance of community in user experience. Bintang, a communication studies student born in 2005, highlighted,

.

> *"Pinterest is not just a source of ideas for me, but also a place where I can connect with individuals with similar interests. This community provides valuable support and feedback in developing my artwork."*

These findings affirm that Pinterest is not just a reference platform, but also a collaborative space that can strengthen networks and facilitate the exchange of ideas. Although the use of Pinterest has a positive impact on the creativity development of Generation Z students, the research also identifies some challenges they face. Generation Z students often struggle with sorting information and managing the overwhelming creative stimuli, which can lead to a risk of losing focus on specific concepts. Niken, a sociology student born in 2003, expressed,

> *"I often feel overwhelmed because I find so many interesting ideas. But too much inspiration can sometimes backfire."*

Amid these challenges, this research suggests significant positive potential from using Pinterest in higher education contexts. Generation Z students believe that the platform not only helps them find ideas but also provides an environment that supports collaboration and idea exchange. Some Generation Z students voiced their desire for guidance or workshops that could help them optimize the use of Pinterest as a more effective creative tool.

Overall, Pinterest plays a significant role in facilitating creativity and inspiration through easy access to inspiring visual content. By helping users discover new ideas, save inspiration, and collaborate with others, Pinterest creates an environment that stimulates creativity and innovation. With continuous development and feature updates, Pinterest will continue to be a source of inspiration and a place to explore creativity for millions of users worldwide. Pinterest users utilize the platform to support their creativity and inspiration in various ways. They can create thematic boards that organize ideas and inspiration according to their interests, such as home decoration, lifestyle, or art projects. By browsing through various pins posted by other users, they can discover new ideas, current trends, and creative variations of a concept. Users can also collaborate with others, share ideas, and provide feedback, creating an environment that promotes innovative ideas.

The impact of using Pinterest in facilitating the discovery of creative and innovative ideas is the creation of an online environment that promotes creative exploration. Pinterest helps users overcome creative blocks by providing easy and organized access to various inspirations. This can stimulate imagination, spark new ideas, and facilitate the creative process. Additionally, Pinterest can also serve as a self-imaging tool for users, allowing them to express their interests, lifestyle, and preferences through the thematic boards they create.

The experiences and perspectives of Generation Z students provide valuable insights into how Pinterest facilitates creativity and inspiration. This section explores individual stories and the broader impact of Pinterest on the creative processes of these students. Bintang, a communication studies student, finds Pinterest to be an indispensable part of her creative toolkit.

> *"Whenever I feel stuck, I turn to Pinterest. The diverse range of visuals and ideas always sparks something new in my mind."*

She describes how Pinterest boards serve as a digital sketchbook, where she can pin ideas and revisit them when needed. This process helps her to refine her projects and maintain a

.

steady flow of inspiration. Another student, Arif, a design major, highlights the collaborative aspect of Pinterest.

> *"I often create shared boards with my classmates for our group projects. It's an efficient way to gather references and ensure everyone is on the same page."*

The ability to collaborate on boards has streamlined their group work, making it easier to compile ideas and feedback in one accessible place. For Niken, the challenge lies in managing the influx of inspiration.

> *"There are so many amazing ideas out there, it can be overwhelming. Sometimes I need to take a step back and focus on one concept at a time."*

Despite this, she acknowledges that the wealth of content available on Pinterest has broadened her creative horizons significantly. In educational settings, Pinterest has proven to be a valuable resource for students. Students have reported using Pinterest to prepare for assignments and projects. By creating boards dedicated to their coursework, they can compile research and inspiration in an organized manner. This approach not only aids in their creative development but also enhances their organizational skills.

Collaboration is a key element of Pinterest's appeal. The platform's features support collective creativity, allowing users to work together seamlessly. Shared boards are a popular tool for collaborative projects, enabling multiple users to contribute ideas and feedback. Dina, a fashion design student, describes her experience with collaborative boards.

> *"My classmates and I use shared boards for our design projects. It's a great way to share our inspirations and keep track of each other's progress."*

This collaborative environment fosters a sense of teamwork and collective effort, which is crucial for successful project outcomes. In addition to shared boards, the comment and messaging features on Pinterest facilitate real-time feedback and discussions. Users can comment on pins, offering suggestions or critiques that can help refine ideas. This interactive aspect enhances the creative process, making it more dynamic and engaging. While Pinterest offers numerous benefits, it also presents challenges that users must navigate. The vast amount of content can be overwhelming, making it difficult for users to focus on specific ideas. Additionally, the need to manage and organize pins effectively is crucial to avoid clutter and confusion.

To address these challenges, users have developed strategies to optimize their use of Pinterest. One common approach is to create multiple boards for different projects or themes. This helps to compartmentalize ideas and maintain focus. Users also employ techniques such as regularly reviewing and updating their boards to keep their collections relevant and organized. Workshops and tutorials on effective Pinterest use can further enhance users' experience. By learning best practices for organization and collaboration, students can maximize the platform's potential as a creative tool (Ghazi & Goede, 2019). As Pinterest continues to evolve, its role in facilitating creativity and inspiration is likely to expand. Future developments may include enhanced features for collaboration, such as more sophisticated tools for real-time editing and feedback (Herrera-Franco et al., 2020). Additionally, improvements in search algorithms and content recommendations can help users discover even more relevant and inspiring content.

The integration of Pinterest with other digital tools and platforms also presents exciting possibilities. By linking Pinterest with productivity apps, design software, and educational

resources, users can create a seamless workflow that supports all aspects of their creative process. Pinterest stands out as a powerful tool for facilitating creativity and inspiration among Generation Z students. Its rich visual content, collaborative features, and user-friendly interface make it an ideal platform for exploring and developing creative ideas. By providing easy access to a diverse range of inspirations, Pinterest helps users to overcome creative blocks and continuously refine their skills.

The experiences of Generation Z students highlight the significant impact of Pinterest on their creative processes. Whether used individually or collaboratively, the platform supports a dynamic and interactive environment that fosters innovation and growth . As the platform continues to evolve and introduce new features, it will remain an essential tool for creative exploration and inspiration. With its ability to adapt and innovate, Pinterest is poised to support the creative endeavors of Generation Z students and beyond for years to come.

Adding further depth to the research, interviews with more students provided additional perspectives on how Pinterest impacts their creative processes. Fajar, a communication studies student born in 2004, noted,

> *"Pinterest helps me see different styles and techniques in visual communication that I wouldn't have thought of on my own."*

He elaborated that by exploring various pins and boards, he gains insights into the latest trends and innovative approaches in visual storytelling, which he then incorporates into his projects. Another student, Sinta, studying sociology and born in 2002, highlighted how Pinterest aids in her academic research.

> *"I use Pinterest to find infographics and visual data representations. It makes understanding complex sociological theories much easier and more engaging."*

This practical application demonstrates Pinterest's versatility beyond just artistic inspiration, extending into educational enhancement and academic support.

Expanding the discussion on collaboration, Ayu, a design student born in 2003, shared her experience of working with international peers through Pinterest.

> *"We use shared boards to compile our ideas and design references. It's amazing how easily we can collaborate despite being in different countries."*

This ability to bridge geographical distances through shared visual content exemplifies the platform's potential in global collaborative projects. Additionally, Rizki, a sociology student born in 2001, pointed out how Pinterest serves as a platform for cultural exchange.

> *"I follow boards from different cultures to get a sense of their visual aesthetics and societal values. It enriches my understanding and helps me approach my studies from a more diverse perspective."*

Such use of Pinterest underlines its role in promoting cultural awareness and sensitivity, contributing to a more holistic educational experience.

In addressing the challenges faced by users, further strategies were shared by the students. For instance, Budi, a communication studies student born in 2005, recommended,

.

> *"I create private boards for my work-in-progress projects. This way, I can experiment freely without worrying about the board looking messy."*

This approach allows for a more flexible and iterative creative process, where ideas can be refined and reorganized before being made public. Meanwhile, Ayu suggested,

> *"Using Pinterest's 'Sections' feature within boards helps me categorize ideas more specifically. It keeps my boards tidy and my mind clear."*

These practical tips demonstrate how students actively manage the platform to enhance their productivity and creativity.

Considering the potential future developments of Pinterest, the integration with augmented reality (AR) and virtual reality (VR) technologies could be explored. Such advancements could offer users immersive experiences, allowing them to visualize their creative ideas in a more interactive and tangible way. For instance, AR features could enable users to see how a design would look in a real-world setting, while VR could provide virtual collaborative spaces for group projects.

Furthermore, the introduction of more sophisticated analytics tools on Pinterest could help users track their creative progress and gather insights on popular trends and user engagement. This data-driven approach would empower users to make informed decisions about their creative projects and strategies.

The positive impact of Pinterest on Generation Z students' creativity and inspiration is undeniable. The platform's extensive visual content, organizational tools, and collaborative features create an environment that nurtures creative exploration and development. By continuously adapting to the needs of its users and incorporating new technologies, Pinterest is well-positioned to remain a vital resource for creative and academic growth.

In conclusion, Pinterest's role in facilitating creativity and inspiration among Generation Z students is multifaceted and far-reaching. Its ability to provide a vast array of visual content, support collaborative efforts, and enhance educational experiences makes it an indispensable tool in the modern creative landscape. As the platform evolves and introduces new features, its impact on the creative processes of students will only continue to grow, fostering a new generation of innovative thinkers and creators.

Analysis of User Interaction and Collaboration on the New Media "Pinterest"

The social media platform Pinterest has emerged as a dynamic space where users with similar interests can interact and collaborate. The platform offers various features that encourage users to engage in activities such as sharing, commenting, and collaborating, all centered around visualizing ideas and inspiration (Hardiman et al., 2014). By enabling the formation of groups or shared boards, Pinterest facilitates the exchange of ideas and inspiration among users.

One of the key features that drive interaction patterns on Pinterest is the ability to follow and comment on other users' pins. This feature allows users to connect with others who share similar interests and gain inspiration from the works and projects they share (Fahmi, 2019). In this interactive community, users have the opportunity to provide feedback and suggestions, enriching the sharing experience and motivating creative growth.

The ability to follow and comment on pins creates a network effect, where users can discover new content and connect with like-minded individuals. This network effect

.

enhances the overall user experience, as users can continuously find new sources of inspiration and engage in meaningful discussions with others (Chen et al., 2023). For example, a user interested in fashion can follow fashion designers and influencers, comment on their pins, and receive feedback on their own fashion boards. This level of interaction fosters a sense of community and collaboration, encouraging users to actively participate in the platform.

The formation of groups or shared boards is another important aspect of collaboration on Pinterest. Users can create groups with others to collect ideas related to a specific topic or interest. For instance, a group interested in interior design can form a shared board to share inspiration related to room designs or particular styles. This creates an environment that facilitates in-depth discussion, exchange of views, and enhancement of ideas.

Shared boards allow users to collaborate on projects and share their ideas in a visual format. This collaborative feature is particularly beneficial for creative projects, as it enables users to visually communicate their concepts and receive feedback from others. For example, a group of students working on a design project can create a shared board to collect visual references, brainstorm ideas, and develop their project collaboratively. This collaborative process not only enhances the quality of the project but also fosters a sense of teamwork and collective creativity.

Collaboration on Pinterest has a significant impact on the user experience. By contributing and sharing their knowledge, users feel more engaged and connected to the community. Increased interactivity motivates users to be more active in exploring content, seeking new ideas, and improving their skills in various fields. Additionally, collaboration enriches existing ideas, brings new perspectives, and inspires innovation.

When users collaborate on Pinterest, they bring their unique perspectives and experiences to the table, enriching the collective pool of ideas. This diversity of thought leads to more innovative and creative outcomes, as users can build upon each other's ideas and develop new concepts. For example, a group of artists collaborating on a shared board can inspire each other with different artistic styles and techniques, resulting in more diverse and innovative artworks.

With more active engagement, users gain additional benefits from using Pinterest. They can enhance their inspiration, discover new ideas for their projects, and build a strong social network. Moreover, collaboration allows for the formation of stronger communities around shared interests, enhancing the sense of ownership and group identity.

The sense of community and belonging that arises from collaboration on Pinterest is a key factor in motivating users to stay active on the platform. Users who feel connected to a community of like-minded individuals are more likely to continue contributing and engaging with content. This sense of belonging also enhances the overall user experience, as users feel supported and valued within their community.

In the context of research on Pinterest's role as a media reference for the creativity of Generation Z students, the application of Media Richness Theory is highly relevant to understand how the richness of visual media on this platform affects and enriches the creative processes of Generation Z students. By exploring Pinterest's features that offer the ability to visualize ideas and inspiration in the form of images, designs, and visual collages, we can see how this platform meets the criteria of media richness described in the theory (Kaplan & Haenlein, 2010).

Media Richness Theory posits that communication media vary in their ability to convey information based on factors such as immediacy of feedback, multiple cues, and personalization. Pinterest's rich visual content and interactive features make it a highly effective medium for conveying complex ideas and stimulating creativity. Generation Z students, who are digital natives and highly visual learners, can benefit greatly from the rich media environment that Pinterest provides.

Pinterest facilitates the delivery of creative information in a more comprehensive and dense manner, enabling Generation Z students to explore and share their ideas through rich visual media (Greenhow & Lewin, 2016). In the context of creative tasks, such as art or design projects, the media richness of Pinterest provides an effective means to convey complex messages and stimulate the imagination of Generation Z students.

The ability to visualize ideas and inspiration through images, designs, and visual collages is particularly beneficial for creative tasks. Generation Z students can use Pinterest to gather visual references, create mood boards, and develop their projects in a visually rich environment. This visual approach to creativity enhances their ability to conceptualize and communicate their ideas effectively (Dhir et al., 2018).

Along with this, the interactivity offered by Pinterest is also relevant to the research context. Generation Z students can interact with content, provide feedback, and collaborate with fellow users. This can create a more dynamic learning experience and enrich the creative process by allowing the exchange of ideas and feedback among community members on this platform.

The interactive features of Pinterest, such as commenting and sharing, enable Generation Z students to engage in meaningful discussions and receive constructive feedback on their work. This level of interactivity fosters a collaborative learning environment, where students can learn from each other and develop their creative skills through peer-to-peer feedback (Utz & Breuer, 2017).

However, it is important to also consider the complexity of tasks in this research context. Media Richness Theory highlights that the effectiveness of a medium also depends on how well the medium fits the tasks at hand. In this case, Pinterest may be more effective for complex creative tasks, where visual richness can add an additional dimension to creative ideas and concepts (Whiting & Williams, 2013).

Complex creative tasks, such as developing a design project or creating an art piece, require a medium that can convey nuanced and detailed information. Pinterest's rich visual content and interactive features make it an ideal platform for such tasks, as it allows users to explore and develop their ideas in a visually rich and collaborative environment.

By applying Media Richness Theory in this research, it can be identified that Pinterest is not just a static reference source but a medium that provides a dynamic and rich creative experience. Therefore, this research provides deeper insights into how media richness on this platform plays a key role in developing the creativity of Generation Z students in higher education environments (Van Dijck, 2013).

The dynamic and rich creative experience offered by Pinterest is a testament to its effectiveness as a tool for fostering creativity among Generation Z students. By leveraging the platform's capabilities, students can immerse themselves in a visually stimulating environment that nurtures their creative processes and encourages innovation.

One of the standout features of Pinterest is its ability to support a wide range of creative activities. Users can create and curate boards that serve as visual portfolios, showcasing their projects and ideas. This not only allows students to organize their inspirations but also provides a platform for them to share their work with a broader audience. The visibility and feedback they receive from this exposure can be instrumental in refining their creative skills and gaining recognition for their work.

In addition to personal boards, Pinterest's collaborative features are particularly beneficial for group projects and classroom settings. Teachers and students can create shared boards for specific courses or projects, enabling everyone involved to contribute resources, ideas, and feedback. This collaborative approach ensures that all members of the group are actively engaged and have the opportunity to influence the direction of the project. It also promotes a sense of shared ownership and responsibility, which can enhance the learning experience and lead to more cohesive and well-developed outcomes.

The platform's search functionality is another critical component that supports creativity. Pinterest's search engine is designed to surface visually rich content that aligns with users' interests and queries. For Generation Z students, this means they can quickly find inspiration and references for their projects, whether they are looking for design trends, artistic techniques, or innovative solutions. The ability to discover new content and ideas easily helps to keep their creative juices flowing and ensures that they are always at the forefront of their field.

Furthermore, Pinterest's algorithmic recommendations play a significant role in sustaining user engagement. By analyzing user behavior and preferences, Pinterest suggests pins and boards that are likely to be of interest to the user (Ellison et al., 2014). This personalized experience keeps students engaged with fresh content and ideas, which can be particularly motivating for those who are working on long-term projects or exploring new creative fields.

The community aspect of Pinterest cannot be overlooked either. As users interact with each other's content through comments, likes, and shares, they form connections with individuals who have similar interests and passions. These connections can lead to collaborative opportunities, mentorship, and even friendships that extend beyond the digital realm. For Generation Z students, building such a network can be incredibly valuable, providing them with support, feedback, and opportunities that can significantly impact their academic and professional journeys (Zhong et al., 2021).

In addition to fostering creativity and collaboration, Pinterest also supports the development of critical thinking and problem-solving skills. As students explore various ideas and inspirations on the platform, they are encouraged to evaluate and synthesize information, making connections between different concepts and applying them to their projects (Li et al., 2021). This process of critical analysis is essential for developing innovative solutions and advancing their creative abilities.

Moreover, Pinterest's visual format is particularly well-suited for accommodating diverse learning styles. Generation Z students, who are often characterized by their preference for visual and interactive content, can benefit greatly from the platform's emphasis on images and videos. This aligns with the principles of Media Richness Theory, which posits that media that can convey rich and nuanced information are more effective for complex communication tasks. By providing a visually rich environment, Pinterest caters to the learning preferences of Generation Z students, making it easier for them to engage with and absorb information (Akdemir & Oguz, 2008).

The platform's integration with other digital tools and resources further enhances its utility for students. For example, users can save pins from websites, link to external resources, and integrate their Pinterest boards with other productivity and creative tools. This interoperability allows students to seamlessly incorporate Pinterest into their broader digital workflow, making it a versatile tool for research, ideation, and project development (Claypoole & Szalma, 2019).

In the context of higher education, Pinterest's potential as a teaching and learning tool is immense (Uram & Papka, 2016). Educators can use the platform to create interactive and visually engaging lesson plans, curate resources for their students, and facilitate collaborative projects. The ability to share and discuss visual content in real-time makes Pinterest an effective tool for both in-person and remote learning environments. Additionally, the platform's vast repository of user-generated content provides a wealth of resources that educators can draw upon to enhance their teaching materials and support their students' learning experiences.

Research on the impact of Pinterest on the creativity of Generation Z students can provide valuable insights into how digital tools can be leveraged to support creative development. By applying Media Richness Theory, researchers can explore the specific ways in which the platform's visual and interactive features contribute to the creative processes of students. This research can inform best practices for integrating Pinterest into educational settings and highlight the benefits of using rich media environments to foster creativity.

In conclusion, Pinterest is a powerful tool for facilitating user interaction and collaboration, particularly among Generation Z students. Its rich visual content, interactive features, and collaborative capabilities make it an ideal platform for supporting creative endeavors. By enabling users to connect, share, and collaborate, Pinterest fosters a sense of community and engagement that enhances the overall user experience. The application of Media Richness Theory in this context underscores the importance of visual and interactive media in supporting complex creative tasks. As such, Pinterest stands out as a valuable resource for fostering creativity, collaboration, and innovation among Generation Z students in higher education environments.

CONCLUSION

This study concludes that the social media platform Pinterest plays a crucial role in facilitating the creative process of Generation Z students. The platform serves as a rich source of visual inspiration, offering a variety of images and creative ideas that can stimulate the imagination of these students. The ability to save and share creative content broadens the horizons of Generation Z students, allowing them to continuously develop their creative skills and expertise.

Moreover, this study concludes that Pinterest provides quick and easy access to a wide range of creative resources, such as DIY tutorials, art guides, and innovative projects. This enables Generation Z students to develop their ideas with concrete references and clear guidance. Thus, the platform functions as an informal learning tool that can enhance the creative abilities of Generation Z students without being limited by geographical or institutional boundaries.

Additionally, this study concludes that Pinterest plays a significant role in building creative communities among Generation Z students. Through features such as collaborative boards, comments, and content sharing, Generation Z students can interact and share inspiration with one another. This community provides social and constructive support, creating an

.

environment that encourages the exchange of ideas and collective creativity development.

Finally, Pinterest is not just a platform for passive visual consumption but also a collaborative tool that allows Generation Z students to become producers of their own creative content. By combining inspiration from Pinterest with their own creations, Generation Z students can develop their own creative skills and even build portfolios that can be accessed by a large audience, adding a professional dimension to their creative development.

CONFLICTS OF INTEREST

The authors declare that there is no conflict of interest regarding the publication of this paper.

AUTHOR CONTRIBUTIONS

Saputra, R.A.V.W.: Conceptualization (lead), methodology (lead), writing – original draft (lead), review (supporting), editing (supporting), securing funding. conceptualization (supporting), methodology (supporting), writing – original draft (lead), review (lead).

REFERENCES

Abbas, J., Aman, J., Nurunnabi, M., & Bano, S. (2019). The Impact of Social Media on Learning Behavior for Sustainable Education: Evidence of Students from Selected Universities in Pakistan. *Sustainability*, *11*(6), Article 6. https://doi.org/10.3390/su11061683

Acar, O. A., Tuncdogan, A., Van Knippenberg, D., & Lakhani, K. R. (2024). Collective Creativity and Innovation: An Interdisciplinary Review, Integration, and Research Agenda. *Journal of Management*, *50*(6), 2119–2151. https://doi.org/10.1177/01492063231212416

Akdemir, O., & Oguz, A. (2008). Computer-based testing: An alternative for the assessment of Turkish undergraduate students. *Computers & Education*, *51*(3), 1198–1204. https://doi.org/10.1016/j.compedu.2007.11.007

Alismaiel, O. A., Cifuentes-Faura, J., & Al-Rahmi, W. M. (2022). Online Learning, Mobile Learning, and Social Media Technologies: An Empirical Study on Constructivism Theory during the COVID-19 Pandemic. *Sustainability*, *14*(18), Article 18. https://doi.org/10.3390/su141811134

Ansari, J. A. N., & Khan, N. A. (2020). Exploring the role of social media in collaborative learning the new domain of learning. *Smart Learning Environments*, *7*(1), 9. https://doi.org/10.1186/s40561-020-00118-7

Chen, K., Chen, J., & Chung, W. (2023). The effects of two empathy strategies in design thinking on pre-service teachers' creativity. *Knowledge Management & E-Learning: An International Journal*, 468–486. https://doi.org/10.34105/j.kmel.2023.15.027

Clarke, E. L. (2019). Team Creativity. In M. A. Peters & R. Heraud (Eds.), *Encyclopedia of Educational Innovation* (pp. 1–6). Springer Singapore. https://doi.org/10.1007/978-981-13-2262-4_60-1

Claypoole, V. L., & Szalma, J. L. (2019). Electronic Performance Monitoring and sustained attention: Social facilitation for modern applications. *Computers in Human Behavior*, *94*, 25–34. https://doi.org/10.1016/j.chb.2019.01.001

Daft, R. L., & Lengel, R. H. (1986). Organizational Information Requirements, Media Richness and Structural Design. *Management Science*, *32*(5), 554–571. https://doi.org/10.1287/mnsc.32.5.554

Dhir, A., Yossatorn, Y., Kaur, P., & Chen, S. (2018). Online social media fatigue and psychological wellbeing—A study of compulsive use, fear of missing out, fatigue,

anxiety and depression. *International Journal of Information Management*, *40*, 141–152. https://doi.org/10.1016/j.ijinfomgt.2018.01.012

Ellison, N. B., Vitak, J., Gray, R., & Lampe, C. (2014). Cultivating Social Resources on Social Network Sites: Facebook Relationship Maintenance Behaviors and Their Role in Social Capital Processes. *Journal of Computer-Mediated Communication*, *19*(4), 855–870. https://doi.org/10.1111/jcc4.12078

Enterprise, J. (2014). *Trik Memburu Foto dan Desain Grafis dengan Pinterest*. Elex Media Komputindo.

Fahmi, F. Z. (2019). Business networks, social capital and the economic performance of creative and cultural industries: The case of Indonesia. *Asia Pacific Viewpoint*, *60*(3), 370–385. https://doi.org/10.1111/apv.12211

Gonçalves, R. S., Horridge, M., Li, R., Liu, Y., Musen, M. A., Nyulas, C. I., Obamos, E., Shrouty, D., & Temple, D. (2019). Use of OWL and semantic web technologies at Pinterest. In C. Ghidini, O. Hartig, M. Maleshkova, V. Svátek, I. Cruz, A. Hogan, J. Song, M. Lefrançois, & F. Gandon (Eds.), *The Semantic Web – ISWC 2019* (pp. 418–435). Springer International Publishing. https://doi.org/10.1007/978-3-030-30796-7_26

Greenhow, C., & Lewin, C. (2016). Social media and education: Reconceptualizing the boundaries of formal and informal learning. *Learning, Media and Technology*, *41*(1), 6–30. https://doi.org/10.1080/17439884.2015.1064954

Hardiman, M., Rinne, L., & Yarmolinskaya, J. (2014). The Effects of Arts Integration on Long-Term Retention of Academic Content. *Mind, Brain, and Education*, *8*(3), 144–148. https://doi.org/10.1111/mbe.12053

Herrera-Franco, G., Montalván-Burbano, N., Carrión-Mero, P., Apolo-Masache, B., & Jaya-Montalvo, M. (2020). Research Trends in Geotourism: A Bibliometric Analysis Using the Scopus Database. *Geosciences*, *10*(10), 379. https://doi.org/10.3390/geosciences10100379

Huang, Z., Sindakis, S., Aggarwal, S., & Thomas, L. (2022). The role of leadership in collective creativity and innovation: Examining academic research and development environments. *Frontiers in Psychology*, *13*, 1060412. https://doi.org/10.3389/fpsyg.2022.1060412

Huntington, H. E. (2022). Find, Pin, Discuss: Incorporating Pinterest to Foster Community and Collaboration in Online Advertising Classes. *Journal of Advertising Education*, *26*(1), 64–73. https://doi.org/10.1177/10980482221091239

Ismail, T. (2016). Culture control, capability and performance: Evidence from creative industries in Indonesia. *Asian Review of Accounting*, *24*(2). https://doi.org/10.1108/ARA-01-2014-0014

Jing, Y., Liu, D., Kislyuk, D., Zhai, A., Xu, J., Donahue, J., & Tavel, S. (2015). Visual Search at Pinterest. *Proceedings of the 21th ACM SIGKDD International Conference on Knowledge Discovery and Data Mining*, 1889–1898. https://doi.org/10.1145/2783258.2788621

Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of Social Media. *Business Horizons*, *53*(1), 59–68. https://doi.org/10.1016/j.bushor.2009.09.003

Ghazi, E., & Goede, M. (2019). Creative industries: A case study of Isfahan, Iran. *International Journal of Social Economics*, *46*(2), 271–287. https://doi.org/10.1108/IJSE-09-2017-0409

Lapolla, K. (2014). The Pinterest project: Using social media in an undergraduate second year fashion design course at a United States University. *Art, Design & Communication in Higher Education*, *13*(2), 175–187. https://doi.org/10.1386/adch.13.2.175_1

Lazzez, O., Qahtani, A. M., Alsufyani, A., Almutiry, O., Dhahri, H., Piuri, V., & Alimi, A. M. (2023). DeepVisInterests: Deep data analysis for topics of interest prediction. *Multimedia Tools and Applications*, *82*(26), 40913–40936. https://doi.org/10.1007/s11042-023-14806-2

Li, H., Majumdar, R., Chen, M.-R. A., & Ogata, H. (2021). Goal-oriented active learning (GOAL) system to promote reading engagement, self-directed learning behavior, and

motivation in extensive reading. *Computers & Education*, *171*, 104239. https://doi.org/10.1016/j.compedu.2021.104239

Nasrullah, R. (2017). *Media sosial*. PT Remaja Rosdakarya.

Saputra, R. A. V. W. (2023). Model Komunikasi Bencana Dalam Pemberantasan Penambangan Emas Tanpa Izin (PETI). *Al-Ittishol: Jurnal Komunikasi Dan Penyiaran Islam*, *4*(2), 177–193. https://doi.org/10.51339/ittishol.v4i2.1101

Saputra, R. A.V.W (2023). Maintaining plurality through the preservation of the siulak kerinci tradition. *Riwayat: Educational Journal of History and Humanities*, *6*(2), 283–290. https://doi.org/10.24815/jr.v6i2.31422

Saputra, R. A. V. W. (2024). *RETORIKA: Teori dan teknik praktis seni berbicara di era digital*. wawasan Ilmu.

Scolere, L., & Humphreys, L. (2016). Pinning Design: The Curatorial Labor of Creative Professionals. *Social Media + Society*, *2*(1), 2056305116633481. https://doi.org/10.1177/2056305116633481

Tapscott, D. (2009). *Grown up digital: How the net generation is changing your world*. McGraw-Hill.

Wahyuni, F.T. (2018). Berpikir reflektif dalam pemecahan masalah pecahan ditinjau dari kemampuan awal tinggi dan gender. *Jurnal Pendidikan Matematika (KUDUS)*, *1*(1). https://doi.org/10.21043/jpm.v1i1.4455

Uram, t. d., & papka, m. e. (2016). Expanding the scope of high-performance computing facilities. *computing in science & engineering*, *18*(3), 84–87. https://doi.org/10.1109/mcse.2016.53

Utz, S., & Breuer, J. (2017). The relationship between use of social network sites, online social support, and well-being: results from a six-wave longitudinal study. *Journal of Media Psychology*, *29*(3), 115–125. https://doi.org/10.1027/1864-1105/a000222

Van Dijck, J. (2013). 'You have one identity': Performing the self on Facebook and LinkedIn. *Media, Culture & Society*, *35*(2), 199–215. https://doi.org/10.1177/0163443712468605

Whiting, A., & Williams, D. (2013). Why people use social media: A uses and gratifications approach. *Qualitative Market Research: An International Journal*, *16*(4), 362–369. https://doi.org/10.1108/QMR-06-2013-0041

Yin, R. K. (2009). *Case study research: Design and methods* (4th ed). Sage Publications.

Zhong, B., Huang, Y., & Liu, Q. (2021). Mental health toll from the coronavirus: Social media usage reveals Wuhan residents' depression and secondary trauma in the COVID-19 outbreak. *Computers in Human Behavior*, *114*, 106524. https://doi.org/10.1016/j.chb.2020.106524

Smart interactive whiteboard in EFL class at Islamic university

Aryawira Pratama[1]*, Edi Rozal[2], Reni Andriani[3], Mayang Sastra Sumardi[4], Rahmadani Putri[5], Khotimah Mahmudah[6], Sri Ramdayeni Sakunti[7]

[1]English Education Study Program, Faculty of Tarbiyah and Teacher Training, UIN Sulthan Thaha Saifuddin Jambi, Jambi, Indonesia; Email: aryawirapratama@uinjambi.ac.id
[2]English Education Study Program, Faculty of Tarbiyah and Teacher Training, UIN Sulthan Thaha Saifuddin Jambi, Jambi, Indonesia; Email: edirozal@uinjambi.ac.id
[3]English Education Study Program, Faculty of Tarbiyah and Teacher Training, UIN Sulthan Thaha Saifuddin Jambi, Jambi, Indonesia; Email: reniandriani@uinjambi.ac.id
[4]English Education Study Program, Faculty of Tarbiyah and Teacher Training, UIN Sulthan Thaha Saifuddin Jambi, Jambi, Indonesia; Email: mayangsasrtasumardi@uinjambi.ac.id
[5]English Education Study Program, Faculty of Tarbiyah and Teacher Training, UIN Sulthan Thaha Saifuddin Jambi, Jambi, Indonesia; Email: rahmadaniputri@uinjambi.ac.id
[6]English Education Study Program, Faculty of Tarbiyah and Teacher Training, UIN Sulthan Thaha Saifuddin Jambi, Jambi, Indonesia; Email: khotimahmahmudah@uinjambi.ac.id
[7]English Education Study Program, Faculty of Tarbiyah and Teacher Training, UIN Sulthan Thaha Saifuddin Jambi, Jambi, Indonesia; Email: sriramdayenisakunti@uinjambi.ac.id

ABSTRACT

This research aims to investigate students' perception of using Smart Interactive Whiteboard in the English as a foreign language (EFL) classroom in the State Islamic University in Jambi city. This research employs a quantitative survey method, utilizing a questionnaire as the primary data collection tool. The questionnaire consisted of 26 five-point Lickert-scale items in order to measure the students' perceptions about (1) Perceived Learning Contribution, (2) Motivation, (3) Perceived Efficiency, and (4) Perceived Negative Effects. The results of the survey show that students like having smart, interactive whiteboards in the classroom. The results show that these technological tools help people learn, get motivated, feel like they are working well, and don't have any bad affects. The combination of audio and visual elements makes it easier to understand and provides a stimulating learning environment. Students also say they are more engaged, focused, involved, and excited about learning. Smart, interactive whiteboards are thought to make classrooms more visible, more organized, and better at keeping track of time. The fact that most students disagree with the idea that these tools have bad results shows that they like using them. Overall, the results show how smart interactive whiteboards can be benefited for positive learning experiences, motivation, efficiency, and student engagement in a positive and pleasant learning atmosphere.

Keywords: EFL Students; Islamic University; Perception; Questionnaire; Smart Interactive Whiteboard.

INTRODUCTION

The use of technology in the classroom has transformed the way teachers teach and students learn (Bakiyeva et al., 2020). One such technology that is being increasingly used in English as a foreign language (EFL) classroom is the Smart interactive whiteboard. This technology offers a range of benefits that can help students improve their language skills, such as reading, writing, listening, and speaking (Idoghor et al., 2022; Tahmina, 2022; Рогульська & Тарасова, 2021).

The Smart interactive whiteboard is a large interactive display that can be connected to a computer or tablet. It allows teachers to display and interact with digital content, such as

text, images, videos, and audio recordings. Students can also interact with the content by writing on the board, highlighting important points, and manipulating digital elements. This makes it an ideal tool for teaching language skills in an engaging and interactive way (Ahmad & Ali, 2019; Kühl & Wohninsland, 2022).

One of the main benefits of using the Smart interactive whiteboard in EFL classrooms is that it can help to improve reading skills. Teachers can display texts on the board and use interactive tools, such as highlighting, underlining, and zooming, to help students understand the meaning of the text. They can also use the board to teach vocabulary and grammar by displaying examples and asking students to identify them (Luo & Yang, 2016). Another benefit of using the Smart interactive whiteboard in EFL classrooms is that it can help to improve writing skills (Mohamed et al., 2019). The board can be used to display writing prompts and provide feedback on student writing in real-time. Teachers can also use the board to teach grammar and sentence structure by displaying examples and asking students to identify the correct structure.

The Smart interactive whiteboard is also useful in teaching listening (Kırbas, 2018) and speaking skills (Kostikova et al., 2019). Teachers can use the board to display videos and audio recordings and ask students to listen and identify specific details. They can also use the board to provide visual aids, such as subtitles, to help students understand the meaning of the recording. In addition to these benefits, the Smart interactive whiteboard is also useful in teaching speaking skills. Teachers can use the board to display speaking prompts and ask students to practice speaking in front of the class. They can also use the board to provide visual aids, such as images and videos, to help students describe and discuss different topics. The Smart interactive whiteboard is especially useful in EFL classrooms as it can help to overcome language barriers. Teachers can use the board to display visual aids, such as images and videos, to help students understand the meaning of words and phrases. They can also use the board to display translations and provide immediate feedback to students. Another benefit of using the Smart interactive whiteboard in EFL classrooms is that it can help to increase student engagement and motivation (Abdullah et al., 2019). Learning a new language can be a challenging and intimidating task, but the interactive and collaborative nature of the board can make it more fun and engaging. Students can work together to practice their language skills, which can help to build a sense of community and camaraderie in the classroom.

Using the Smart interactive whiteboard in EFL classrooms can also help to improve student performance. Teachers can use the board to provide immediate feedback to students, which can help them to identify their strengths and weaknesses and work towards improving their language skills (Kyriakou & Higgins, 2016). The board can also be used to create quizzes and other interactive activities that can help teachers to gauge student understanding and progress.

The Smart interactive whiteboard can also help to prepare students for the digital world they will encounter in their future careers. In many industries, communication is now done digitally, and being able to use interactive technology is a necessary skill. By using the Smart interactive whiteboard in EFL classrooms, students can learn how to create digital content, collaborate with others, and use technology to improve their language skills (Jeong, 2022). There are a number of reasons why researching how students feel about using Smart interactive whiteboards in English as a foreign language classes could be a useful and interesting thing to do (Kırbas, 2018; Tertemiz et al., 2015). First, the use of technology in language learning. Smart interactive whiteboards are becoming more and more popular in language classrooms. Finding out how students feel about this technology can help us understand how technology can help or hurt language learning. Second, the effect on how much students care. Interactive whiteboards can get students more involved in the classroom, but it's important to know how this changes how well students learn and how it compares to more traditional ways of teaching. The role of training teachers. Teachers need

to be shown how to use interactive whiteboards to help their students learn a language. By asking students what they think, teachers can find out where they might need more training or help. After that, here are some possible perks of learning a language. Interactive whiteboards can help people learn and use a language in new ways. By finding out how students think about this technology, we can find the best ways to use it to help them learn a language. And finally, the importance of context. how students see interactive whiteboards may rely on their cultural and linguistic background, their age, and their level of proficiency. By looking into these things, we can learn more about how technology affects different types of learning (Al-Rabaani, 2018; Almekhlafi et al., 2016; Aydlnll & Ortaçtepe, 2018; Balta & Duran, 2015; Copriady, 2014; Gashan & Alshumaimeri, 2015; Hassan Alshaikhi, 2016; Rinekso & Lesagia, 2020; Yangın Ekşi & Yeşilyurt, 2018; Zhang, 2019).

In conclusion, the Smart interactive whiteboard is a powerful tool that can help to transform the way that language skills are taught and learned in EFL classrooms (Abdullah et al., 2019; Ahmad & Ali, 2019; Davis, 2018; İstifçi et al., 2018; Jeong, 2022; Kellerman et al., 2018; Kırbas, 2018; Kostikova et al., 2019; Kühl & Wohninsland, 2022; Mohamed et al., 2019). It offers a range of benefits, from improving reading, writing, listening, and speaking. It also can provide valuable insights into how technology can support language learning and inform best practices for language instruction in the digital age.

METHODS

Research Design

This research is aimed to explore the students' perception on using Smart Interactive Whiteboard in English Foreign Language. The design of this research used Quantitative study which employed the survey study. Surveys are used to collect data from a large number of participants and can be administered in various formats, including online, paper, or in-person (Check & Schutt, 2012; Cohen et al., 2018; Creswell, 2014; Lodico, 2010; Rukminingsih et al., 2020; Rusandi & Muhammad Rusli, 2021). The survey questionnaire is designed to collect quantitative data in the form of numbers or ratings. The responses are then analyzed using statistical methods to identify patterns, relationships, and trends. Surveys are often used to gather data on attitudes, opinions, behaviors, and demographics.

Setting and Participants

This research was conducted at State Islamic University in Jambi City. The participants in this research are all of the students who takes the English Department at this University. Total sampling was acquired to take the result of perception in using Smart Interactive Whiteboard through English Foreign Language class. Total sampling, also known as census sampling, is a type of sampling method used in research to collect data from an entire population. In total sampling, every member of the population is included in the sample, so there is no need to select a subset of the population for the study. Total sampling can provide a more accurate representation of the population since it includes all members, and there is no risk of bias resulting from the sampling process. However, total sampling can be more time-consuming and costly than other sampling methods, and it may not be practical or feasible for large populations. The reason to take all the students as the participants is that the University has already used the Smart Interactive Whiteboard for a year and it is categorized as a new tool for them. The participants are 250 students, including students in the second semester, fourth semester, and sixth semester. Ethical procedures were followed to ensure the participants' consent and confidentiality. All students were informed about the purpose of the research, and their participation was voluntary. Data was anonymized to protect the identities of the participants.

Instrument and data analysis

The data for this research were collected using a structured questionnaire administered via Google Forms. The questionnaire, consisting of 26 five-point Likert-scale items, was designed to measure students' perceptions across four factors: Perceived Learning Contribution, Motivation, Perceived Efficiency, and Perceived Negative Effects. The instrument, originally developed by Öz (2014), was distributed to both students and teachers. Participants rated each item on a scale from (1) strongly disagree to (5) strongly agree. Notably, the student questionnaire included nine negatively-keyed statements related to perceived negative effects, which were reverse coded during data analysis to maintain consistency. Once the responses were collected, the data were systematically coded and entered into a statistical software program. Descriptive statistics were used to summarize the data, and inferential statistical techniques were applied to test the research hypotheses and examine relationships between the variables.

RESULTS AND DISCUSSION

Perception

The perception table categorizes students' responses into three distinct levels: Low, Medium, and High, based on their total scores from the questionnaire measuring Perceived Learning Contribution, Motivation, Perceived Efficiency, and Perceived Negative Effects. These categories are determined using statistical measures of central tendency and variability, specifically the mean (M) and standard deviation (SD). The result of the questionnaire was analyzed by using the categorization of the score in table 1:

Table 1. The categorization of mean score

Categorization	Qualification	Interval	Criteria
Low	Negative Perception	X < 62,4	X < M - 1SD
Medium	Neutral	62,4 ≤ X < 93,6	M - 1SD ≤ X < M + 180
High	Positive Perception	123,6 ≤ X	M + 1SD ≤ X

As it is displayed in Table 1, a score falling below 62.4 is classified as Low, indicating a negative perception, which corresponds to scores less than the mean minus one standard deviation (M - 1SD). Scores between 62.4 and 93.6 are classified as Medium, reflecting a neutral perception, and fall between the mean minus one standard deviation (M - 1SD) and the mean plus 180. Scores above 123.6 are classified as High, indicating a positive perception, corresponding to scores greater than the mean plus one standard deviation (M + 1SD). This categorization helps to identify the overall perception of students, highlighting areas where their views are particularly positive or negative.

From the result of the questionnaire, the researchers get two perceptions. They are positive and negative perception. The term "positive perception" refers to the inclination to analyze and make sense of inputs, events, and circumstances in a constructive and advantageous manner. It entails centering one's attention on the positive parts, identifying the bright side of things, and having an optimistic viewpoint. As the result of the statement without the symbol of marking, it refers to the statement of agreement.

Table 2. Perceived Learning Contribution

No	Items	5	%	4	%	3	%	2	%	1	%	Mean	SD
	Perceived Learning Contribution												
1	I learn more when my teacher uses the whiteboard	98	39	110	44	32	13	6	2	4	2	4.15	.869
2	It is easier to understand the lesson when my teacher uses a Smart Interactive Whiteboard	193	77	49	20	5	2	2	1	1	0	4.72	.581
3	Using audio and visual materials with Smart Interactive Whiteboard help me understand the lesson better	191	76	52	21	3	1	3	1	1	0	4.72	.591
4	I find the opportunity to learn from different sources with the use of Smart Interactive Whiteboard	88	35	124	50	30	12	7	3	1	0	4.16	.772
5	Smart Interactive Whiteboard makes it easier for me to remember what I learned in class	117	47	103	41	25	10	3	1	2	1	4.32	.767

PLC

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Positive Perception	250	100,0	100,0	100,0

Figure 1. The result of perceived learning contributions' categorization from SPSS

Perceived Learning Contribution

According to the findings of the Perceived Learning Contribution survey in Table 2, the majority of respondents agreed that perceived learning contribution increases when teachers use the interactive whiteboard, with 97% of students finding the material simpler and easier to understand, especially when audio and visual elements are incorporated. This aligns with Hüseyin Öz's study, which also found that both teachers and students have favorable perceptions of IWB technology, noting increased engagement and motivation. Similar to your findings, Öz's study highlighted that student found lessons more interesting and interactive, and higher usage of IWBs correlated with more positive perceptions among students. Additionally, the findings of PLC indicated that 89% of respondents found it easier to remember information when the teacher used a smart interactive whiteboard, which Öz's study also supported by noting the enhancement of information retention through IWB use.

Table 3. Motivation

No	Items	5	%	4	%	3	%	2	%	1	%	Mean	SD
Motivation													
6	I like going to the front of the class to use the Smart Interactive Whiteboard	202	81	44	18	2	1	1	0	1	0	4.78	.511
7	It seems difficult for me to use Smart Interactive Whiteboard*	3	1	4	2	15	6	202	81	26	10	2.02	.580
8	I prefer lessons that are thaught with a Smart Interactive Whiteboard	87	35	139	56	20	8	3	1	1	0	4.24	.680
9	It makes me uncomfortable when my work is shown to the whole class on the Smart Interactive Whiteboard*	7	3	7	3	20	8	116	46	100	40	1.82	.903
10	I concentrate better when my teacher uses a Smart Interactive Whiteboard	88	35	138	55	20	8	2	1	2	1	4.23	.696
11	I get to join in lessons more when my teacher uses a Smart Interactive Whiteboard	154	62	77	31	14	6	4	2	1	0	4.52	.713
12	Smart Interactive Whiteboard make learning English more interesting and exciting	69	28	125	50	46	18	5	2	5	2	3.99	.850
13	It is easier to keep my attention when a Smart Interactive Whiteboard is used during the lesson	85	34	157	63	7	3	1	0	0	0	4.30	.541
14	Use of a Smart Interactive Whiteboard makes it easier for me to be motivated during the lesson	103	41	132	53	10	4	4	2	1	0	4.32	.673
15	Smart Interactive Whiteboard use increases my	92	37	148	59	8	3	1	0	1	0	4.32	.597

No	Items	5	%	4	%	3	%	2	%	1	%	Mean	SD
	Motivation												
	interest in the English lesson												
16	If my English teachers use Smart Interactive Whiteboard more often, I will enjoy lessons more	99	40	137	55	10	4	3	1	1	0	4.32	.648

M

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Positive Perception	250	100,0	100,0	100,0

Figure 2. The result of motivations' categorization from SPSS

Motivation

Students responded to nine questions regarding the motivation for using Smart Interactive Whiteboards with an agree position and two statements with a disagree position, reflecting a positive interpretation overall. Specifically, while some students found using IWBs challenging or uncomfortable, 91% and 86% respectively disagreed with these statements. Moreover, 245 students agreed they would go to the front of the class if the teacher used an IWB, and 91% preferred lessons taught with smart interactive whiteboards. Additionally, 90% of students could concentrate better, 93% participated more in class, 78% found the lessons more fascinating and exciting, and 97% believed the IWB maintained their attention. There was almost unanimous consensus (96%) that using a smart interactive whiteboard increased students' interest levels and was entertaining. These findings align with Hüseyin Öz's research, which also indicated that IWBs positively affect student engagement and motivation, making lessons more interactive and interesting. Öz's study supported the notion that higher usage of IWBs correlated with more positive perceptions among students, enhancing their motivation and learning experience.

Table 4. Perceived Efficiency

No	Items	5	%	4	%	3	%	2	%	1	%	Mean	SD
III	Perceived Efficiency - PE												
17	Smart Interactive Whiteboard make the teachers' drawings and diagrams easier to see	200	80	40	16	8	3	1	0	1	0	4.74	.574
18	The lessons become more organized when a Smart Interactive Whiteboard is used	87	35	151	60	9	4	2	1	1	0	4.29	.613
19	Using a Smart Interactive Whiteboard saves time and the lesson moves smoothly	133	53	89	36	26	10	1	0	1	0	4.41	.724

No	Items	5	%	4	%	3	%	2	%	1	%	Mean	SD
III	Perceived Efficiency - PE												
20	There is no difference between my English teacher's use of a traditional board and a Smart Interactive Whiteboard in terms of teaching techniques and methods*	4	2	5	2	5	2	155	62	81	32	1.78	.723
21	I think there is not much difference between a Smart Interactive Whiteboard and a normal method*	4	2	5	2	5	2	147	59	89	36	1.75	.753

PE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Positive Perception	250	100,0	100,0	100,0

Figure 3. The result of Perceived Efficiencies' categorization from spss

Perceived Efficiency

Related to the Perceived Efficiency, three statements show a high level of agreement among students. When teachers used smart interactive whiteboards, 96% agreed that it made drawings and diagrams easier to see, 95% agreed that lessons became more organized and saved time, and 89% agreed that the lesson moved smoothly. In contrast, statements regarding the lack of difference between using a traditional board and a smart interactive whiteboard in terms of teaching techniques and methods showed a high level of disagreement, with 92% and 95% respectively. These negative responses actually indicate a positive effect, as students disagreed that there was no difference between using traditional boards and smart interactive whiteboards, highlighting the perceived significant impact of smart interactive whiteboards. Similarly, the disagreement with the statement about there being not much difference between normal methods and using smart interactive whiteboards underscores the substantial positive difference students perceive with the use of IWBs. These findings are in line with Hüseyin Öz's research, which also emphasized the enhanced efficiency and organization brought by IWBs. Öz's study supported the idea that IWBs make lessons more structured and efficient, reinforcing the positive impact on teaching methods and classroom management. The research underscores the substantial improvements in lesson delivery and student perception of efficiency with the use of interactive whiteboards, further validating their effectiveness in modern educational settings.

Table 5. Perceived Efficiency

No	Items	5	%	4	%	3	%	2	%	1	%	Mean	SD
IV	Perceived Negative Effects – PNE												
22	Sometimes deficiencies of the Smart Interactive Whiteboard screen and sunlight in the classroom make it difficult to see the things on the Smart Interactive Whiteboard*	9	4	10	4	55	22	101	40	75	30	2.10	.981
23	Smart Interactive Whiteboard often break down and recalibration causes a waste of time*	0	0	0	0	0	0	202	81	48	19	1.81	.395
24	When my teacher uses a Smart Interactive Whiteboard, I cannot keep up with the lesson because the pace of the lesson*	5	2	8	3	21	8	209	84	7	3	2.18	.626
25	During Smart Interactive Whiteboard use, there is a lot of noise in class*	1	0	11	4	23	9	201	80	14	6	2.14	.586
26	Smart Interactive Whiteboard was exciting at the beginning but not anymore*	12	5	17	7	55	22	99	40	67	27	2.23	1.069

 * Asterisks indicate negatively-keyed items in the scale

PNE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Positive Perception	250	100,0	100,0	100,0

Figure 4. The result of Perceived Negative Effects' categorization from SPSS

The last atmosphere of the questionnaire is about Perceived Negative Effects. From the result above. All of the result in this factor indicates of disagreeing. But, if the statements consist of negative perception and the result of it show negative also, it means that it has a positive view of perception. The students' perception on difficulty to see the things in Smart Interactive Whiteboard, Smart Interactive Whiteboard often break down, the students can not keep up with the lesson, there is a lot of noises, and it is only exciting at the beginning but not anymore showed the negative result. It means that, almost of the students 70%, 100%, 87%, 86%, and 67% are disagree of those statements.

The survey results regarding the Perceived Learning Contribution indicate that the vast

majority of respondents had a favorable perception of the learning contribution facilitated by the use of interactive whiteboards in the classroom. Specifically, 97% of students believed that the content became much simpler to understand when a Smart Interactive Whiteboard was used. This suggests that the advanced capabilities and interactive nature of the whiteboard significantly enhance students' comprehension of the material. Furthermore, the incorporation of auditory and visual components by the instructor was shown to significantly increase students' levels of comprehension, supporting the efficacy of multi-sensory instructional strategies. These findings align with the research of De Vita et al. (2018), which also highlighted the positive impact of IWBs on student comprehension and engagement. The ability to access a variety of sources through IWBs was valued by students, with 89% agreeing that it made information easier to remember. This further emphasizes the positive impact of IWBs on learning and memory retention. Comparing these findings with previous research underscores the relevance of your study, demonstrating how IWBs can create a stimulating and effective learning environment.

Additionally, the survey results about students' motivation to use Smart Interactive Whiteboards reveal interesting insights. Students showed a favorable attitude towards the utilization of IWBs in the classroom, agreeing with the majority of the questions. Despite some contradictory responses, with 91% and 86% respectively disagreeing that IWBs are challenging or uncomfortable to use, these negative responses actually indicate a positive effect. This suggests that students generally have a positive impression of IWBs. Additionally, 91% of students preferred lessons taught with IWBs, 90% found they could concentrate better, 93% reported increased class participation, and 97% believed IWBs maintained their attention. These findings align with the research of Adel et al. (2019), which also found that IWBs positively affect student engagement and motivation. The high level of agreement on the benefits of IWBs further emphasizes their positive influence on student motivation and engagement, underscoring the effectiveness of these technologies in enhancing the educational experience.

Perceived efficiency is a crucial factor in evaluating the effectiveness of smart interactive whiteboards in the classroom. The survey results showed significant agreement among participants on statements about the efficiency of IWBs. Students found that IWBs improved visibility for drawings and diagrams, better organized lessons, and saved time, with 96%, 95%, and 89% respectively agreeing with these statements. Contrarily, participants disagreed with statements suggesting there was no substantial difference between traditional whiteboards and IWBs, with 92% and 95% respectively disagreeing. These negative responses actually highlight the perceived significant positive impact of IWBs. Students recognized a considerable distinction between traditional methods and IWBs, emphasizing the latter's superior efficiency. These findings resonate with the study of Рогульська and Тарасова (2021), which also supported the enhanced efficiency and organization brought by IWBs. Your research further highlights the substantial improvements in lesson delivery and student perception of efficiency with IWBs, reinforcing their effectiveness in modern educational settings.

Lastly, the survey also investigated students' perceptions of potential drawbacks associated with the use of smart interactive whiteboards. The results showed that students disagreed with statements about the inability to keep up with the lesson, excessive noise, frequent breakdowns, difficulty seeing things on the board, and diminishing excitement. These negative responses, with 70%, 100%, 87%, 86%, and 67% respectively disagreeing, actually indicate a positive perspective. The significant number of students who disagreed with these unfavorable assertions suggests that they did not experience these negative effects. This implies that students found IWBs to be visually clear, reliable, conducive to their learning pace, free from excessive loud interruptions, and consistently engaging. These findings align with the findings of Aykat and Günüç (2020) which also highlighted the minimal negative impact of IWBs on the learning environment. The lack of perceived negative effects further emphasizes the positive reception of IWBs among students, highlighting their potential to enhance the educational experience without significant drawbacks.

CONCLUSION

The results of the questionnaire indicate that smart interactive whiteboards have a positive effect on learning experiences, motivation, efficiency, and student engagement. Students recognize these tools' benefits and value their contribution to a more efficient and pleasant learning environment. The findings have several pedagogical implications for both teachers and learners. For teachers, smart interactive whiteboards can enhance lesson delivery by making content more accessible and engaging through the integration of multimedia elements, allowing for more interactive and student-centered teaching methods that improve comprehension and retention. For learners, the increased engagement and interactive nature of smart interactive whiteboards can foster a more stimulating and motivating classroom environment, leading to better academic outcomes and a greater enthusiasm for learning. However, this study has limitations, including its reliance on self-reported data and a specific context, which may not be generalizable to all educational settings. Future research should explore the long-term effects of smart interactive whiteboard use on learning outcomes and investigate their impact across diverse educational contexts to provide a more comprehensive understanding of their benefits and limitations.

CONFLICTS OF INTEREST

The authors declare that there is no conflict of interest regarding the publication of this paper.

AUTHOR CONTRIBUTIONS

Pratama, A..: Conceptualization (lead), methodology (lead), writing – original draft (lead), review (lead), editing (lead), and securing funding. Rozal, E., Andriani, R., Sumardi, M.S., Putri, R., Khotimah Mahmudah, K., Sakunti, S.R.: Conceptualization (supporting), methodology (supporting), writing – original draft (supporting), review (supporting).

REFERENCES

Abdullah, R. N., Abdul Muait, J., & Ganefri, G. (2019). Students' perception towards modern technology as teaching Aids. *Asian Journal of Assessment in Teaching and Learning*, *9*(2), 37–42. https://doi.org/10.37134/ajatel.vol9.no2.5.2019

Adel, P., Aladl, M., & Ahmed, A. M. (2019). The effects of using an Electronic interactive whiteboard in developing students'' attitude, cognitive motivation and academic achievement. *Journal of Education and Practice*, *10*(10), 124–129. https://doi.org/10.7176/jep/10-10-15

Ahmad, W., & Ali, Z. (2019). Interactive whiteboard (iwb) effectiveness in vocabulary achievement and motivation: Saudi EFL learners' perceptions and insights. *Bulletin of Advanced English Studies*, *2*(2), 90–103. https://doi.org/10.31559/baes2019.2.2.5

Al-Rabaani, A. H. (2018). Social studies teachers' perspectives on the advantages and challenges of interactive whiteboard application in Oman. *European Journal of Educational Research*, *7*(4), 753–762. https://doi.org/10.12973/eu-jer.7.4.753

Almekhlafi, A. G., Ismail, S. A., & Al-Mekhlafy, M. H. (2016). Male and female language teachers' technology integration differences in elementary schools in the United Arab Emirates. *International Journal of Research Studies in Educational Technology*, *6*(1), 1–14. https://doi.org/10.5861/ijrset.2016.1521

Aydlnll, J., & Ortaçtepe, D. (2018). Selected research in applied linguistics and English language teaching in Turkey: 2010-2016. *Language Teaching*, *51*(2), 210–245. https://doi.org/10.1017/S0261444818000010

Aykat, Ş., & Günüç, S. (2020). Review of the opinions of vocational high school teachers, students, and administrators on the interactive whiteboard. *Turkish Online Journal of*

Qualitative Inquiry, *11*(1), 140–160. https://doi.org/10.17569/tojqi.639139

Bakiyeva, F. ., Primkulova, A. ., & N, D. M. (2020). Smart and development of modern education. *Statistics and Economics*, *07*(3), 17–19. https://doi.org/10.21686/2500-3925-2015-3-17-19

Balta, N., & Duran, M. (2015). Attitudes of students and teachers towards the use of interactive whiteboards in elementary and secondary school classrooms. *Turkish Online Journal of Educational Technology*, *14*(2), 15–23.

Check, J., & Schutt, R. K. (2012). *Research Methods in Education*. Sage Publication.

Cohen, L., Manion, L., & Morrison, K. (2018). Quantitative data analyses. In *Research Methods in Physical Activity and Health*. https://doi.org/10.4324/9781315158501-17

Copriady, J. (2014). Self - Motivation as a mediator for teachers' readiness in applying ICT in teaching and learning. *Turkish Online Journal of Educational Technology*, *13*(4), 115–123. https://doi.org/10.1016/j.sbspro.2015.01.529

Creswell, J. W. (2014). *Research Design* (4th Editio). Sage Publication.

Davis, J. W. (2018). The educational contribution of interactive whiteboards. *International Journal of Conceptual Structures and Smart Applications*, *6*(1), 63–76. https://doi.org/10.4018/ijcssa.2018010105

De Vita, M., Verschaffel, L., & Elen, J. (2018). The power of interactive whiteboards for secondary Mathematics teaching: Two case studies. *Journal of Educational Technology Systems*, *47*(1), 50–78. https://doi.org/10.1177/0047239518767112

Gashan, A. K., & Alshumaimeri, Y. A. (2015). Teachers' attitudes toward using interactive whiteboards in English language classrooms. *International Education Studies*, *8*(12), 176. https://doi.org/10.5539/ies.v8n12p176

Hassan Alshaikhi, M. (2016). Improving 13-year-old students' English vocabulary achievement using Interactive Whiteboard (IWB) in Jeddah, Saudi Arabia. *Journal of Modern Education Review*, *6*(6), 424–427. https://doi.org/10.15341/jmer(2155-7993)/06.06.2016/008

Idoghor, U., Kasumu, & Oluwayimika, R. (2022). The use of interactive whiteboards for teaching and learning in tertiary institutions. *International Journal Of Trendy Research In Engineering And Technology*, *06*(06), 28–33. https://doi.org/10.54473/ijtret.2022.6606

İstifçi, İ., Keser, A. D., Serpil, R., Önal, M. A., Alan, B., & Türkyılmaz, S. (2018). An analysis of teachers' and students' perceptions on the use of smart boards in foreign language classrooms. *Turkish Online Journal of English Language Teaching (TOJELT)*, *3*(2), 83–110. http://www.tojelt.com/OncekiSayilarDetay.aspx?Sayi=2018/2

Jeong, K. O. (2022). Facilitating sustainable self-directed learning experience with the use of mobile-assisted language learning. *Sustainability (Switzerland)*, *14*(5). 1-13. https://doi.org/10.3390/su14052894

Kellerman, A., Gurusinghe, N., Ariyarathna, T., & Gouws, R. (2018). Smart whiteboard for interactive learning. *Proceedings - 2018 IEEE International Conference on Industrial Electronics for Sustainable Energy Systems, IESES 2018*, *2018-Janua*, 515–520. https://doi.org/10.1109/IESES.2018.8349930

Kırbas, A. (2018). The effect of interactive whiteboard applications supported by visual materials on middle school students' listening comprehension and persistence of learning. *Universal Journal of Educational Research*, *6*(11), 2552–2561. https://doi.org/10.13189/ujer.2018.061120

Kostikova, I. I., Gulich, O. O., Holubnycha, L. O., & Besarab, T. P. (2019). Interactive whiteboard use at english lessons: From university students to young learners. *Espacios*, *40*(12), 1–5.

Kühl, T., & Wohninsland, P. (2022). Learning with the interactive whiteboard in the classroom: Its impact on vocabulary acquisition, motivation and the role of foreign language anxiety. *Education and Information Technologies*, *27*(7), 10387–10404. https://doi.org/10.1007/s10639-022-11004-9

Kyriakou, A., & Higgins, S. (2016). Systematic review of the studies examining the impact of

the interactive whiteboard on teaching and learning: What we do learn and what we do not. *Preschool and Primary Education*, *4*(2), 254. https://doi.org/10.12681/ppej.9873

Lodico, M. . S. D. & V. K. (2010). Methods in Educational Research: From Theory to Practice, 2nd Edition. In *The Canadian Journal of Action Research* (Issue 3).

Luo, Y. F., & Yang, S. C. (2016). The effect of the interactive functions of whiteboards on elementary students' learning. *Journal of Educational Computing Research*, *54*(5), 680–700. https://doi.org/10.1177/0735633115628032

Mohamed, W., Qoura, A., & El Hadidy, M. (2019). An interactive whiteboard activities-based program to enhance efl primary learners' writing skills and motivation. *Journal of Research in Curriculum Instruction and Educational Technology*, *4*(2), 127–148. https://doi.org/10.21608/jrciet.2019.31943

Öz, H. (2014). Teachers' and students' perceptions of interactive whiteboards in the english as a foreign language classroom. *Turkish Online Journal of Educational Technology*, *13*(3), 156–177.

Rinekso, A. B., & Lesagia, O. (2020). EFL instructors' beliefs about the implementation of smartboard in language teaching practices. *LLT Journal: A Journal on Language and Language Learning*, *23*(1), 1–23.

Rukminingsih, A. G., & Latief, M. A. (2020). *Metode Penelitian Pendidikan. Penelitian Kuantitatif, Penelitian Kualitatif, Penelitian Tindakan Kelas*. Erhaka Utama.

Rusandi, & Muhammad Rusli. (2021). Merancang penelitian kualitatif dasar/deskriptif dan studi kasus. *Al-Ubudiyah: Jurnal Pendidikan Dan Studi Islam*, *2*(1), 48–60. https://doi.org/10.55623/au.v2i1.18

Tahmina, T. (2022). Enhancing motivation of the EFL learners by integrating technology. *Language Literacy: Journal of Linguistics, Literature, and Language Teaching*, *6*(2), 262–268. https://doi.org/10.30743/ll.v6i2.6196

Tertemiz, N. (Isık), Sahin, D., Can, B., & Duzgun, S. (2015). Views of primary school teachers and students about the interactive whiteboard. *Procedia - Social and Behavioral Sciences*, *186*, 1289–1297. https://doi.org/10.1016/j.sbspro.2015.04.099

Yangın Ekşi, G., & Yeşilyurt, Y. E. (2018). Stakeholders' views about the FATIH Project: Smart EFL Classrooms. *Journal of Language and Linguistic Studies*, *14*(1), 360–376. https://dergipark.org.tr/tr/pub/jlls/issue/43213/527904%0Ahttps://dergipark.org.tr/tr/download/article-file/650442

Zhang, Y. (2019). Investigating K-12 teachers' use of electronic board in the classroom in the Central South of United States. *Education and Information Technologies*, *24*(1), 825–841. https://doi.org/10.1007/s10639-018-9800-9

Рогульська, О., & Тарасова, О. (2021). Using interactive whiteboards to enhance english language instruction and learning. *Збірник Наукових Праць Національної Академії Державної Прикордонної Служби України. Серія: Педагогічні Науки*, *16*(1), 342–353. https://doi.org/10.32453/pedzbirnyk.v16i1.709

Leveraging chatbot applications to enhance English language learning in Nigerian secondary schools

Olusegun Oladele Jegede[1]

[1]Department of Languages and Literature, Lead City University, Ibadan, Nigeria; email: jegede.olusegun@lcu.edu.ng

ABSTRACT

This study explores the potential of chatbot applications to enhance English language learning in Nigerian secondary schools, motivated by the ongoing challenges in achieving high English proficiency using traditional methods. The purpose of the study was to assess the current level of English proficiency among students, evaluate the effectiveness of chatbot applications, understand user perceptions, and identify implementation challenges. A quantitative research design was employed, involving 150 students from three international schools, selected through stratified random sampling. Data were collected using a structured questionnaire and analyzed using descriptive and inferential statistics, along with thematic analysis for qualitative insights. The study revealed varied levels of English proficiency among students' general positive perceptions of chatbot applications as effective tools for learning English; significant technical and accessibility challenges, such as poor internet connectivity and limited device availability; and the necessity of comprehensive training for both students and teachers to maximize the benefits of chatbot applications. The study concludes that while chatbot applications have considerable potential to improve English language skills, addressing the identified challenges is crucial. Recommendations included enhancing infrastructure, providing comprehensive training, and improving the software and user interface of chatbot applications to maximize their educational benefits. These insights aim to inform educators, policymakers, and technology developers on optimizing the use of chatbot applications in language education.

Keywords: Chatbot Applications; Educational Technology; Implementation Challenges; English Language Learning; Nigerian Secondary Schools.

INTRODUCTION

In today's globalized society, the ability to communicate in multiple languages has become increasingly essential. As borders blur and economies intertwine, individuals who possess proficiency in second languages gain a competitive edge in various professional, academic, and social spheres. According to recent statistics, over 1.5 billion people worldwide are currently learning a second language, reflecting the growing recognition of its importance in an interconnected world (Aristovnik, 2014; Kachlicka et al., 2019). As such, the pursuit of second language acquisition has evolved from being merely advantageous to becoming almost indispensable for success and mobility in a multicultural setting (Antón-Solanas et al., 2020; Bayyurt et al., 2019; Steele et al., 2017).

Amidst this growing demand for language skills, technology has emerged as a powerful ally in facilitating language learning. With the rapid advancement of digital tools and platforms, learners now have access to a wide array of resources and methodologies tailored to their individual needs and preferences (Jegede, 2022; Sadeghi, 2019). Among these technological innovations, chatbot applications have garnered significant attention for their potential to revolutionize language learning experiences (Huang, et al., 2022; Kohnke et al., 2023). By simulating real-life conversations and providing instant feedback, chatbots offer learners the opportunity to engage in immersive language practice without the constraints of time or location (Fonseca & Peralta, 2019). Furthermore, chatbots can adapt to learners' proficiency levels and learning pace, offering personalized learning experiences that traditional classroom settings often struggle to provide (Alabbas & Alomar, 2024; Kuhail et al., 2023; Qin, 2024; Tan, 2024).

English language proficiency is a crucial component of educational development and global competitiveness, particularly in multilingual countries like Nigeria. As the official language and the primary medium of instruction in Nigerian secondary schools, English proficiency is essential for academic success and future career opportunities (Ayeni, 2020; Rudd, 2019; Tom-Lawyer et al., 2021). However, many students struggle with achieving a high level of proficiency in English due to various challenges, including inadequate instructional methods and limited access to quality educational resources. Traditional teaching methods often fall short in engaging students and addressing their individual learning needs (Freeman et al., 2014; Kim, 2023; Muhammed, 2014). In this context, innovative solutions such as chatbot applications offer a promising alternative to enhance English language learning. These applications leverage artificial intelligence to provide interactive, personalized, and accessible learning experiences. Despite their potential, there is limited research on their effectiveness and implementation in the Nigerian educational system, creating a significant research gap.

This study aims to address this gap by exploring the current level of English language proficiency among Nigerian secondary school students, assessing the effectiveness of chatbot applications in improving English language skills, and understanding the perceptions of students and teachers towards these technological tools. Additionally, the study will identify the challenges faced in implementing chatbot applications for English language learning in Nigerian secondary schools. By addressing these research questions, this study seeks to provide a comprehensive evaluation of chatbot applications as a supplementary tool for English language education. The findings will offer valuable insights into how these applications can be optimized and effectively integrated into the existing educational framework.

The research questions guiding this study are as follows: 1) What is the current level of English language proficiency among Nigerian secondary school students? (2) How effective are chatbot applications in improving English language skills in Nigerian secondary schools? (3) What are the perceptions of students and teachers towards the use of chatbot applications for English language learning? (4) What are the challenges faced in implementing chatbot applications for English language learning in Nigerian secondary schools?

These questions are critical for understanding the broader context of English language education in Nigeria and the potential role of chatbot applications in enhancing learning outcomes. The first question seeks to establish a baseline of English language proficiency among students, which is essential for evaluating the impact of any new educational intervention. The second question focuses on the practical effectiveness of chatbot applications, considering their ability to improve various language skills such as reading, writing, speaking, and listening. The third question explores the subjective experiences and attitudes of students and teachers, which can influence the adoption and success of these technological tools. Finally, the fourth question addresses the practical and logistical challenges that may hinder the implementation of chatbot applications,

providing a comprehensive understanding of the barriers to their effective use.

The significance of this study lies in its potential to contribute to the ongoing efforts to improve English language education in Nigeria. By evaluating the effectiveness and challenges of chatbot applications, this research can inform policymakers, educators, and technology developers about the best practices for integrating these tools into the curriculum. The study's findings could lead to more targeted and effective interventions, ultimately enhancing the quality of English language education and helping students achieve higher proficiency levels. Furthermore, this research can serve as a model for other multilingual and resource-constrained contexts, demonstrating how innovative technological solutions can address educational challenges and promote equitable access to quality education.

METHODS

Research Design

This study employs a quantitative research design to evaluate the effectiveness and challenges of using chatbot applications for English language learning among Nigerian secondary school students. The sample consists of 150 students selected from three international schools in Nigeria, with 50 students from each school. A stratified random sampling technique ensures a representative sample across different grades and proficiency levels. The selection criterion includes students actively using chatbot applications for English learning and those with varying levels of English proficiency to capture a broad spectrum of experiences and outcomes.

Research Instrument

The primary research instrument is a structured questionnaire designed to gather data on English language proficiency, the effectiveness of chatbot applications, user perceptions, and implementation challenges. The questionnaire comprises both closed-ended questions, for quantitative analysis, and open-ended questions, for qualitative insights. Data collection involves administering the questionnaire to the selected students during school hours, ensuring high response rates and minimizing disruptions to their learning schedules. Data analysis procedures include descriptive statistics to summarize the levels of English proficiency and perceptions, and inferential statistics to assess the effectiveness of chatbot applications. Additionally, thematic analysis is employed to interpret the qualitative responses, providing a comprehensive understanding of the challenges faced in implementing chatbot applications. This mixed-method approach ensures robust and detailed findings, offering valuable insights for educators, policymakers, and technology developers aiming to enhance English language education in Nigerian secondary schools.

RESULTS AND DISCUSSION

The results of this study provide a comprehensive overview of the current state and potential impact of chatbot applications on English language learning in Nigerian secondary schools. Data were collected from 150 students across three international schools, offering diverse insights into their English proficiency levels, experiences with chatbot applications, and the challenges encountered. The analysis of the questionnaire responses highlights key findings regarding the effectiveness, user perceptions, and technical obstacles associated with these educational tools. The following sections detail the major findings of the study, illustrating the different nature of implementing chatbot applications in the educational context.

Research Question 1: What is the current level of English language proficiency among Nigerian secondary school students?

Questionnaire Item 1: How would you rate your proficiency in English language skills (reading, writing, speaking, and listening)?

Table 1: Self-Reported Proficiency in English Language Skills among Nigerian Secondary School Students

Proficiency Level	Number of Students	Percentage (%)
Very Poor	15	10%
Poor	30	20%
Average	60	40%
Good	35	23.3%
Excellent	10	6.7%
Total	150	100%

In table 1, the results indicated a varied distribution of proficiency levels. A minority of 15 students (10%) rated their proficiency as very poor, reflecting significant challenges in their English language skills. A larger group, 30 students (20%), rated their proficiency as poor, indicating some difficulties but slightly better performance compared to the very poor category. The most common response was average proficiency, with 60 students (40%) falling into this category. This suggests that while these students have a basic functional ability in English, there is considerable room for improvement. A notable 23.3% (35 students) rated their skills as good, showing a higher level of competence and confidence in their English abilities. Finally, a small group of 10 students (6.7%) rated their proficiency as excellent, demonstrating a strong command of English across reading, writing, speaking, and listening. These results highlight the diverse range of English language proficiency levels among secondary school students in Nigeria, emphasizing the need for targeted educational interventions to raise overall proficiency. The significant percentage of students rating their skills as average or lower indicates a critical area for development to ensure better academic performance and future opportunities for these students.

Questionnaire Item 2: How often do you use English in your daily conversations outside of school? Never Rarely Sometimes Often Always

Table 2: Frequency of English Use in Daily Conversations Outside of School among Nigerian Secondary School Students

Frequency of Use	**Number of Students**	**Percentage (%)**
Never	10	6.7%
Rarely	25	16.7%
Sometimes	50	33.3%
Often	40	26.7%
Always	25	16.7%
Total	150	**100%**

Table 2 reveals a spectrum of English usage, with a small segment of 10 students (6.7%) indicating that they never use English outside of the classroom. A slightly larger group of 25 students (16.7%) reported that they rarely use English in their daily interactions. This suggests limited exposure and practice, potentially impacting their proficiency. A significant portion, 50 students (33.3%), mentioned using English sometimes, indicating a moderate level of engagement with the language in their everyday lives. Meanwhile, 40 students (26.7%) stated that they often use English in their conversations, reflecting a more frequent application of their language skills. Another 25 students (16.7%) reported always using English outside of school, demonstrating a high level of comfort and proficiency with the language. These findings highlight the varying degrees of English language use among students, which can influence their overall language development.

The substantial number of students using English sometimes, often, or always suggests that a significant portion of students are integrating English into their daily lives to varying extents, potentially aiding their language acquisition and proficiency. However, the presence of students who rarely or never use English indicates a need for targeted strategies to encourage more consistent use of English outside the classroom, enhancing their overall language competency.

Questionnaire Item 3: How confident are you in your ability to understand and use English in academic settings? Not Confident Slightly Confident Moderately Confident Very Confident Extremely Confident

Table 3: Confidence in Understanding and Using English in Academic Settings among Nigerian Secondary School Students

Confidence Level	Number of Students	Percentage (%)
Not Confident	20	13.3%
Slightly Confident	35	23.3%
Moderately Confident	50	33.3%
Very Confident	30	20%
Extremely Confident	15	10%
Total	150	**100%**

The data in table 3 shows that 20 students (13.3%) feel not confident in their English abilities, indicating a significant barrier to their academic performance. An additional 35 students (23.3%) reported being slightly confident, suggesting that while they have some grasp of English, they lack the assurance needed for academic tasks. The largest group, comprising 50 students (33.3%), rated themselves as moderately confident, reflecting a middle ground where they feel reasonably comfortable but still see room for improvement. A notable 30 students (20%) expressed being very confident in their English skills, indicating a solid understanding and usage capability in academic contexts. Finally, 15 students (10%) identified as extremely confident, demonstrating a high level of proficiency and ease with English in their academic endeavors. These findings emphasize the varied confidence levels among students, with a significant number feeling less than fully confident. This variability suggests that while a portion of students possesses strong English skills, many others may benefit from additional support and resources to boost their confidence and proficiency in academic settings. Addressing these needs could enhance overall academic performance and better prepare students for future educational and professional opportunities.

Research Question 2: How effective are chatbot applications in improving English language skills in Nigerian secondary schools?

Questionnaire Item 4: How frequently do you use chatbot applications for learning English? Never Rarely Sometimes Often Always

Table 4: Frequency of Chatbot Application Usage for Learning English among Nigerian Secondary School Students

Frequency of Use	Number of Students	Percentage (%)
Never	30	20%
Rarely	45	30%
Sometimes	40	26.7%
Often	25	16.7%
Always	10	6.7%
Total	150	**100%**

Table 4 shows that out of 150 students surveyed, 30 students (20%) reported that they never use chatbot applications for learning English. This suggests a significant portion of students have not adopted this technology in their learning practices. The largest group, 45 students (30%), indicated they rarely use chatbot applications, showing minimal engagement with this learning tool. Another 40 students (26.7%) stated that they use chatbots sometimes, suggesting a moderate level of interaction with these applications. Meanwhile, 25 students (16.7%) mentioned they often use chatbot applications, indicating a higher level of integration into their learning routines. Lastly, 10 students (6.7%) reported always using chatbots for learning English, reflecting a small but committed group of students who rely heavily on this technology. These findings highlight a varied usage pattern, with a considerable number of students either not using or infrequently using chatbot applications. This indicates potential barriers to adoption or a lack of awareness about the benefits of chatbots in language learning. To maximize the effectiveness of chatbots in improving English skills, there is a need for increased awareness, training, and encouragement for students to integrate these tools more consistently into their learning processes. Enhanced accessibility and demonstrating the benefits could help shift more students from the "never" and "rarely" categories to more frequent usage, thereby improving their English language skills.

Questionnaire Item 5: How much improvement have you noticed in your English language skills since using chatbot applications? No Improvement Slight Improvement Moderate Improvement Significant Improvement Exceptional Improvement

Table 5: Improvement in English Language Skills Noticed Since Using Chatbot Applications

Level of Improvement	Number of Students	Percentage (%)
No Improvement	35	23.3%
Slight Improvement	40	26.7%
Moderate Improvement	45	30%
Significant Improvement	20	13.3%
Exceptional Improvement	10	6.7%
Total	150	**100%**

Table 5 shows that out of 150 students, 35 students (23.3%) reported no improvement in their English skills since using chatbots. This indicates that a significant segment of students either do not find the chatbot applications effective or may not be using them optimally. The largest group, comprising 40 students (26.7%), noticed slight improvement, suggesting that while there is some benefit, it may not be substantial enough to make a significant difference in their proficiency. Moderate improvement was reported by 45 students (30%), indicating that for nearly a third of the participants, chatbot applications are making a noticeable impact on their language skills. A smaller group of 20 students (13.3%) experienced significant improvement, demonstrating that for these students, chatbots are highly effective in enhancing their English proficiency. Lastly, 10 students (6.7%) observed exceptional improvement, showing that for a few students, chatbot applications have been transformative in their language learning journey. These findings highlight the varying degrees of effectiveness of chatbot applications in improving English language skills. The fact that the majority of students reported at least some level of improvement suggests that chatbots have potential as a supplementary learning tool. However, the considerable number of students reporting no or slight improvement indicates a need for further investigation into how these applications are used and how their effectiveness can be maximized through better integration into the learning curriculum and personalized learning strategies.

Questionnaire Item 6: Which English language skills (reading, writing, speaking, listening) have improved the most with the use of chatbot applications? Reading Writing Speaking Listening All of the above

Table 6: Most Improved English Language Skills with the Use of Chatbot Applications

Skill Improved	Number of Students	Percentage (%)
Reading	30	20%
Writing	25	16.7%
Speaking	40	26.7%
Listening	20	13.3%
All of the Above	35	23.3%
Total	150	**100%**

Table 6 reveals that out of 150 students, 30 students (20%) indicated that their reading skills have seen the most improvement through the use of chatbots. Writing skills were highlighted by 25 students (16.7%) as the area of greatest improvement, suggesting that chatbot applications have a tangible impact on students' writing abilities. Speaking skills were reported as the most improved by 40 students (26.7%), making it the skill with the highest reported improvement. This highlights the potential of chatbots to enhance verbal communication skills, possibly due to interactive speaking exercises and conversational practice provided by these applications. Listening skills were noted by 20 students (13.3%) as the area of greatest improvement, showing that chatbots can also contribute to better auditory comprehension. Finally, 35 students (23.3%) reported that all four skills—reading, writing, speaking, and listening—improved significantly through the use of chatbots. This indicates that for a substantial number of students, chatbot applications are effective across multiple dimensions of language learning. These findings suggest that while chatbots are beneficial in various areas, speaking skills seem to benefit the most, followed by comprehensive improvement across all skills. The diverse improvements reflect the versatility of chatbot applications in addressing different aspects of language learning, supporting the idea that they can be a valuable tool in enhancing overall English proficiency among secondary school students in Nigeria. However, there is room for optimizing the use of chatbots to ensure balanced improvements across all language skills.

Research Question 3: What are the perceptions of students and teachers towards the use of chatbot applications for English language learning?

Questionnaire Item 7: How do you feel about using chatbot applications as a tool for learning English?

Table 7: Perceptions of Students and Teachers towards Using Chatbot Applications for Learning English

Perception	Number of Respondents	Percentage (%)
Very Negative	10	6.7%
Negative	15	10%
Neutral	40	26.7%
Positive	50	33.3%
Very Positive	35	23.3%
Total	150	**100%**

The data in table 7 reveals a range of opinions, with 10 respondents (6.7%) expressing very negative views, indicating strong dissatisfaction or skepticism regarding the effectiveness of chatbots in language learning. A slightly larger group of 15 respondents (10%) held negative perceptions, suggesting that while not strongly opposed, these individuals still do not favor chatbots for this purpose. The largest segment, comprising

40 respondents (26.7%), remained neutral, indicating neither strong support nor opposition to the use of chatbot applications. This neutrality could imply a wait-and-see attitude or indifference towards the technology. A significant portion, 50 respondents (33.3%), felt positive about using chatbots for learning English, reflecting a favorable view and possibly recognizing the benefits these applications offer. Lastly, 35 respondents (23.3%) had very positive perceptions, showing strong endorsement and satisfaction with chatbots as a learning tool. These findings highlight that while there is some resistance and neutrality, the majority of respondents (56.6%) hold positive or very positive views towards the use of chatbot applications for English language learning. This overall positive reception suggests that chatbot applications are generally well-regarded and seen as beneficial by many students and teachers. To further enhance acceptance and effectiveness, it may be valuable to address the concerns of those with negative perceptions and to provide more comprehensive training and support to maximize the benefits of chatbots in educational settings.

Questionnaire Item 8: How do you think chatbot applications compare to traditional methods of learning English? Much Worse Worse About the Same Better Much Better

Table 8: Comparison of Chatbot Applications to Traditional Methods of Learning English

Comparison Level	Number of Respondents	Percentage (%)
Much Worse	10	6.7%
Worse	20	13.3%
About the Same	45	30%
Better	50	33.3%
Much Better	25	16.7%
Total	150	**100%**

The results in table 8 indicate varied perspectives on the efficacy of chatbots compared to conventional teaching methods. A small group of 10 respondents (6.7%) felt that chatbot applications are much worse than traditional methods, highlighting strong reservations about their effectiveness. An additional 20 respondents (13.3%) rated chatbots as worse, suggesting that these individuals find traditional methods more effective for learning English. The largest group, consisting of 45 respondents (30%), viewed chatbots and traditional methods as about the same in terms of effectiveness. This neutral stance indicates that for a significant portion of students and teachers, chatbots are seen as neither better nor worse than conventional approaches, possibly due to their different strengths and weaknesses. Interestingly, 50 respondents (33.3%) believed that chatbot applications are better than traditional methods, reflecting a favorable perception of the innovative and interactive features of chatbots that might enhance engagement and learning outcomes. Additionally, 25 respondents (16.7%) rated chatbots as much better, indicating a strong preference for this modern tool over traditional methods. These findings suggest a general trend towards positive perceptions of chatbot applications, with nearly half of the respondents (50%) viewing them as better or much better than traditional methods. This positive reception emphasises the potential of chatbots to complement or even improve upon traditional language learning techniques. However, the presence of respondents who view chatbots as less effective or equivalent to traditional methods indicates a need for further evaluation and optimization to address specific educational needs and preferences.

Questionnaire Item 9: Would you recommend the use of chatbot applications for English language learning to other students?

Table 9: Willingness to Recommend Chatbot Applications for English Language Learning

Recommendation Level	Number of Respondents	Percentage (%)
Definitely Not	10	6.7%
Probably Not	15	10%
Not Sure	30	20%
Probably Yes	60	40%
Definitely Yes	35	23.3%
Total	150	**100%**

The data in table 9 shows that a small group of 10 respondents (6.7%) would definitely not recommend chatbot applications, indicating a strong aversion or dissatisfaction with these tools. Additionally, 15 respondents (10%) would probably not recommend them, suggesting skepticism or perceived inadequacies in the effectiveness of chatbots for language learning. A noteworthy 30 respondents (20%) were not sure, reflecting uncertainty or lack of strong opinions about the benefits of chatbot applications. This ambivalence could stem from limited exposure or mixed experiences with these tools. The largest segment, 60 respondents (40%), indicated that they would probably recommend chatbot applications, showing a positive outlook and belief in their potential benefits. Finally, 35 respondents (23.3%) would definitely recommend chatbot applications, demonstrating strong endorsement and confidence in their effectiveness for English language learning. Thus, the majority of respondents (63.3%) lean towards recommending chatbot applications, either probably or definitely, indicating a general positive perception and acknowledgment of their utility in enhancing English language skills. However, the presence of a significant minority who are unsure or would not recommend these tools highlights the need for ongoing improvements, better user experiences, and further validation of their effectiveness. Enhanced training and demonstration of successful outcomes could help convert the uncertain and skeptical respondents into advocates for chatbot-assisted learning.

Research Question 4: What are the challenges faced in implementing chatbot applications for English language learning in Nigerian secondary schools?

Questionnaire Item 10: What technical difficulties have you encountered when using chatbot applications for learning English? None Minor Difficulties Moderate Difficulties Significant Difficulties Severe Difficulties

Table 10: Technical Difficulties Encountered in Using Chatbot Applications for Learning English

Level of Difficulty	Number of Respondents	Percentage (%)
None	20	13.3%
Minor Difficulties	40	26.7%
Moderate Difficulties	50	33.3%
Significant Difficulties	30	20%
Severe Difficulties	10	6.7%
Total	150	**100%**

The data in table 10 reveals a spectrum of challenges, with 20 respondents (13.3%) reporting no technical difficulties, indicating a smooth experience with chatbot applications. This suggests that for a subset of users, the technology is accessible and user-friendly. A larger group of 40 respondents (26.7%) encountered minor difficulties, indicating occasional or easily resolvable issues. These might include intermittent connectivity problems or minor software glitches that do not significantly hinder the learning process. The most common response came from 50 respondents (33.3%) who experienced moderate difficulties. These issues could include more frequent

connectivity problems, software bugs, or user interface challenges that require some effort to overcome and may disrupt learning to a moderate extent. Significant difficulties were reported by 30 respondents (20%), highlighting more serious technical barriers such as persistent connectivity issues, substantial software malfunctions, or significant usability problems. These challenges likely impede effective learning and require considerable effort to address. Finally, 10 respondents (6.7%) faced severe difficulties, indicating major technical obstacles that severely disrupt or prevent the use of chatbot applications. These could include complete inability to access the applications, frequent crashes, or unresolvable compatibility issues. These findings emphasize the importance of addressing technical difficulties to ensure the successful implementation of chatbot applications for English language learning. While a portion of users enjoys a seamless experience, a significant number encounter moderate to severe challenges that can hinder the effectiveness of these tools. Solutions may include improving internet infrastructure, providing technical support, and enhancing the reliability and user-friendliness of chatbot applications to ensure they are accessible and beneficial for all users.

Questionnaire Item 11: How accessible are chatbot applications for students in terms of internet connectivity and device availability?

Table 11: Accessibility of Chatbot Applications in Terms of Internet Connectivity and Device Availability

Level of Accessibility	Number of Respondents	Percentage (%)
Not Accessible	25	16.7%
Slightly Accessible	35	23.3%
Moderately Accessible	45	30%
Very Accessible	30	20%
Fully Accessible	15	10%
Total	150	**100%**

The data in table 11 indicates that accessibility varies significantly among respondents. A considerable portion, 25 respondents (16.7%), reported that chatbot applications are not accessible, highlighting significant barriers such as lack of internet access or appropriate devices. This suggests that for these students, the use of chatbots is not a viable option. A slightly larger group of 35 respondents (23.3%) found chatbots to be slightly accessible, indicating that while they may have some access to the necessary technology, it is limited or unreliable. This might include sporadic internet connectivity or shared device usage that restricts consistent use. The largest group, consisting of 45 respondents (30%), rated chatbot applications as moderately accessible. These respondents likely have more stable access to the internet and devices, but still face occasional challenges that can impact the regular use of chatbots for learning. Thirty respondents (20%) found chatbots to be very accessible, suggesting that they have reliable internet connections and sufficient device availability, allowing for regular and effective use of chatbot applications in their learning routines. Finally, 15 respondents (10%) reported that chatbot applications are fully accessible, indicating optimal conditions with no barriers to internet connectivity or device availability. This group can make the most of chatbot applications for English language learning without any significant hindrances. These findings highlight the disparities in accessibility among Nigerian secondary school students and emphasize the need for improvements in internet infrastructure and device availability. Enhancing these aspects can ensure that more students can benefit from the educational potential of chatbot applications. Addressing these accessibility issues is crucial for equitable and effective implementation of technology-assisted language learning solutions.

Questionnaire Item 12: What support do you think is necessary to improve the implementation of chatbot applications for English language learning? Better Internet Connectivity More Training for Students and Teachers Improved Software and User Interface Increased Availability of Devices All of the above

Table 12: Necessary Support for Improving Implementation of Chatbot Applications for English Language Learning

Type of Support	Number of Respondents	Percentage (%)
Better Internet Connectivity	30	20%
More Training for Students and Teachers	25	16.7%
Improved Software and User Interface	20	13.3%
Increased Availability of Devices	25	16.7%
All of the Above	50	33.3%
Total	150	**100%**

Table 12 reveals that out of 150 respondents, 30 respondents (20%) emphasized the need for better internet connectivity, indicating that stable and reliable internet access is crucial for the effective use of chatbot applications. This suggests that many students and teachers face challenges related to inconsistent or slow internet connections, which hinder their ability to fully utilize these tools. Another 25 respondents (16.7%) highlighted the importance of more training for both students and teachers. This reflects a need for better understanding and skills to effectively use chatbot applications in educational settings, suggesting that with proper training, the adoption and effectiveness of these tools can be significantly enhanced. Improved software and user interface were deemed necessary by 20 respondents (13.3%). This indicates that existing chatbot applications may have usability issues or technical shortcomings that need to be addressed to provide a smoother and more intuitive user experience. The increased availability of devices was identified by another 25 respondents (16.7%) as a critical factor. This emphasizes the issue of insufficient access to appropriate devices, which can prevent many students from using chatbot applications consistently and effectively. Lastly, a significant portion of respondents, 50 (33.3%), indicated that all of the above supports are necessary. This highlights the different challenges in implementing chatbot applications and suggests that a comprehensive approach addressing internet connectivity, training, software quality, and device availability is essential for the successful integration of chatbot technology in English language learning. These findings demonstrate that improving the implementation of chatbot applications requires addressing various interconnected factors. Ensuring better internet connectivity, providing adequate training, enhancing software usability, and increasing device availability are all critical steps that can help maximize the potential of chatbot applications as effective tools for English language learning in Nigerian secondary schools.

The findings from this study provide a comprehensive understanding of the current state and potential of chatbot applications for English language learning in Nigerian secondary schools. The data reveals several key areas that need attention to optimize the implementation and effectiveness of these technological tools. These areas include technical difficulties, accessibility, user perceptions, and the necessary support systems to enhance their use. Each aspect presents unique challenges and opportunities that must be addressed to leverage chatbot applications effectively in the educational setting.

Firstly, technical difficulties emerged as a significant barrier to the effective use of chatbot applications. The majority of respondents reported experiencing moderate to significant difficulties, with issues ranging from intermittent connectivity problems to

more severe software malfunctions. These technical challenges can disrupt the learning process and diminish the perceived reliability of chatbot applications. This is congruent to Jegede's (2021) finding who contend that learners often encounter various challenges and barriers along their language learning journey. Addressing these issues requires robust technical support systems and continuous software improvements to ensure a seamless user experience. Educational institutions and developers must collaborate to provide regular updates and troubleshoot problems promptly to maintain the efficacy of these tools. Secondly, accessibility remains a critical concern. The survey highlighted that a substantial number of students find chatbot applications either not accessible or only slightly accessible due to limitations in internet connectivity and device availability. Other research findings also reveal that one significant challenge facing digital applications in language learning is technical limitations, particularly in the areas of natural language processing (NLP), accuracy, and comprehensiveness (Xu, 2017; Zuniga, 2015). This digital divide poses a significant challenge to equitable education, as students without reliable internet or adequate devices are at a distinct disadvantage. To bridge this gap, investments in infrastructure are essential. Government and private sector initiatives could focus on expanding internet access in underserved areas and ensuring that students have the necessary devices to participate fully in technology-enhanced learning. By improving these foundational elements, the accessibility of chatbot applications can be significantly enhanced.

Thirdly, the perceptions of students and teachers towards chatbot applications are generally positive, yet varied. While a notable portion of respondents remains neutral or uncertain about the benefits of these tools, the majority expressed favorable views. This suggests that with the right conditions and support, chatbot applications have the potential to be well-received and effectively integrated into English language learning curricula. For example, Chapelle and Sauro (2017) assert that Chatbots can analyze learners' language production in real time, identifying errors and providing corrective feedback on pronunciation, grammar, and vocabulary usage. Another advantage is its interactive feature as it is claimed that interactivity is another significant advantage of this application in second language acquisition (Umek et al., 2015; Unal & Gurol, 2019). Other findings also reveal that accessibility is a significant advantage of chatbot applications, as they are available anytime, anywhere, allowing learners to practice language skills at their own convenience (McTear et al., 2016). Moreover, chatbots can offer personalized feedback tailored to individual learners' needs, highlighting areas for improvement and suggesting targeted practice activities to address specific language challenges (Wallace, 2014). Positive perceptions are crucial as they influence the willingness to adopt and utilize new technologies. Therefore, it is important to address the concerns of the skeptical and neutral respondents through targeted interventions such as showcasing successful case studies, providing comprehensive training, and facilitating peer-to-peer learning experiences.

Furthermore, the survey emphasized the need for comprehensive support to enhance the implementation of chatbot applications. Better internet connectivity, more training for students and teachers, improved software and user interface, and increased availability of devices were all highlighted as necessary components. Notably, a significant portion of respondents indicated that all these supports are needed simultaneously. This emphasizes the complexity of the challenge and the necessity for a multi-faceted approach. Educational stakeholders, including policymakers, educators, and technology providers, must collaborate to create an enabling environment that addresses these interconnected needs. For instance, professional development programs for teachers can be coupled with infrastructure improvements and user-centered design enhancements to create a cohesive support system. Lastly, the findings on the perceived improvements in English language skills due to chatbot applications are encouraging. Students reported varying levels of improvement across reading, writing, speaking, and listening skills, with speaking skills being the most commonly improved

area. This suggests that chatbots, with their interactive and conversational capabilities, can significantly enhance verbal communication skills. This finding is in line with the study which reveals that chatbots can simulate real-life conversations in the target language, allowing learners to practice speaking, listening, and comprehension skills in a simulated environment (Li et al., 2018). However, to maximize the benefits across all language skills, it is essential to design chatbot applications that are well-rounded and cater to diverse learning needs. Incorporating adaptive learning technologies and personalized feedback mechanisms can help tailor the learning experience to individual students, thereby enhancing overall language proficiency.

CONCLUSION

The study highlights the significant potential of chatbot applications to enhance English language learning in Nigerian secondary schools, while also revealing substantial challenges that need to be addressed. Technical difficulties, limited accessibility, and the need for comprehensive support systems emerged as critical barriers. Despite these challenges, the generally positive perceptions of students and teachers toward chatbot applications indicate a promising future for these tools in education. To fully harness their potential, it is imperative to address the identified obstacles through targeted interventions. Therefore, the following recommendations are proposed: Firstly, improve internet connectivity and ensure the availability of devices to bridge the digital divide. This can be achieved through government and private sector investments in infrastructure, particularly in underserved areas. Secondly, provide extensive training for both students and teachers to enhance their skills and confidence in using chatbot applications. This can be facilitated through professional development programs and workshops. Thirdly, continuously improve the software and user interface of chatbot applications to ensure they are user-friendly and reliable. Collaboration between educators and developers can help create applications that meet the specific needs of students. Lastly, implement a holistic approach that combines these efforts, ensuring that all aspects of the educational ecosystem are aligned to support the effective use of chatbot applications. By addressing these recommendations, educational stakeholders can create a conducive environment for the successful integration of chatbot technology, ultimately improving English language learning outcomes for students in Nigeria.

CONFLICTS OF INTEREST

The authors declare that there is no conflict of interest regarding the publication of this paper.

AUTHOR CONTRIBUTIONS

Jegede, O. O.: Conceptualization (lead), methodology (lead), writing – original draft (lead), review (lead), editing (lead), securing funding (lead), conceptualization (lead), methodology (lead), writing – original draft (lead), review (lead).

REFERENCES

Alabbas, A., & Alomar, K. (2024). Tayseer: A Novel AI-Powered Arabic Chatbot Framework for Technical and Vocational Student Helpdesk Services and Enhancing Student Interactions. *Applied Sciences*, *14*(6), Article 6. https://doi.org/10.3390/app14062547

Antón-Solanas, I., Coelho, M., Huércanos-Esparza, I., Vanceulebroeck, V., Kalkan, I., Cordeiro, R., Kömürkü, N., Soares-Coelho, T., Hamam-Alcober, N., Dehaes, S.,

Casa-Nova, A., & Sagarra-Romero, L. (2020). The Teaching and Learning Cultural Competence in a Multicultural Environment (CCMEn) Model. *Nursing Reports*, *10*(2), Article 2. https://doi.org/10.3390/nursrep10020019

Aristovnik, A. (2014, April). *Development of the information society and its impact on the education sector in the EU: Efficiency at the regional (NUTS 2) level* [MPRA Paper]. https://mpra.ub.uni-muenchen.de/56455/

Ayeni, A. J. (2020). Principals' instructional time management and students' academic performance in secondary schools in Ondo North senatorial district of Ondo State, Nigeria. *Journal of Education and Learning (EduLearn)*, *14*(1), Article 1. https://doi.org/10.11591/edulearn.v14i1.14743

Bayyurt, Y., Kurt, Y., Öztekin, E., Guerra, L., Cavalheiro, L., & Pereira, R. (2019). English Language Teachers' Awareness of English as a Lingua Franca in Multilingual and Multicultural Contexts. *Eurasian Journal of Applied Linguistics*, *5*(2), Article 2. https://doi.org/10.32601/ejal.599230

Chapelle, C. A., & Sauro, S. (2017). Interactionist SLA theory in CALL research. Language Teaching, 50(4), 455-494.

Fonseca, K. A. B., & Peralta, F. S. (2019). Google Classroom: An Effective Virtual Platform to Teach Writing in an EFL Composition Course. *International Journal of English Language Teaching*, *6*(1), Article 1. https://doi.org/10.5430/ijelt.v6n1p27

Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., & Wenderoth, M. P. (2014). Active learning increases student performance in science, engineering, and mathematics. *Proceedings of the National Academy of Sciences*, *111*(23), 8410–8415. https://doi.org/10.1073/pnas.1319030111

Guo, F. & Wu, X. (2019). The Application of Multimedia Technology in College English Reading Teaching: A Survey Based on Language Learning Strategies. International Journal of English Language, 6(2), 27-32. https://doi.org/10.5430/ijelt.v6n2p27

Huang, W., Hew, K. F., & Fryer, L. K. (2022). Chatbots for language learning—Are they really useful? A systematic review of chatbot-supported language learning. Journal of Computer Assisted Learning, 38(1), 237-257. https://doi.org/10.1111/jcal.12610

Jegede, O. (2021). *Mobile-Assisted Language Learning and Online Cooperative Language Learning: Merits and Demerits*.

Jegede, O. (2022). *Digitising English Language Teaching and Learning for e-Generation Students in Nigeria*. 204–212.

Kachlicka, M., Saito, K., & Tierney, A. (2019). Successful second language learning is tied to robust domain-general auditory processing and stable neural representation of sound. *Brain and Language*, *192*, 15–24. https://doi.org/10.1016/j.bandl.2019.02.004

Kim, Y. J. (2023). The PBL teaching method in neurology education in the traditional Chinese medicine undergraduate students: An observational study. *Medicine*, *102*(39), e35143. https://doi.org/10.1097/MD.0000000000035143

Kohnke, L., Moorhouse, B. L., & Zou, D. (2023). ChatGPT for Language Teaching and Learning. *RELC Journal*, *54*(2), 537–550. https://doi.org/10.1177/00336882231162868

Kuhail, M. A., Alturki, N., Alramlawi, S., & Alhejori, K. (2023). Interacting with educational chatbots: A systematic review. *Education and Information Technologies*, *28*(1), 973–1018. https://doi.org/10.1007/s10639-022-11177-3

Li, Y., Sun, M., & Wu, D. (2018). Improving oral English learning through chatbot-assisted task-based learning. Computers & Education, 127, 178-189.

McTear, M. F., Callejas, Z., Griol, D., & Keizer, S. (2016). The Conversational Interface: Talking to Smart Devices. Springer. https://doi.org/10.1007/978-3-319-32967-3

Muhammed, A. A. (2014). The Impact of Mobiles on Language Learning on the Part of English Foreign Language (EFL) University Students. *Procedia - Social and Behavioral Sciences*, *136*, 104–108. https://doi.org/10.1016/j.sbspro.2014.05.297

Qin, L. (2024). Adaptive System of English-Speaking Learning Based on Artificial

Intelligence. *Journal of Electrical Systems*, *20*(6s), Article 6s. https://doi.org/10.52783/jes.2637

Rudd, M. (2019). The Significance of English Proficiency in Reforming Nigerian Education and Society. *International Journal of African and Asian Studies*, *56*(0), 67.

Sadeghi, M. (2019). A Shift from Classroom to Distance Learning: Advantages and Limitations. *International Journal of Research in English Education*, *4*(1), 80–88. https://doi.org/10.29252/ijree.4.1.80

Steele, J. L., Slater, R. O., Zamarro, G., Miller, T., Li, J., Burkhauser, S., & Bacon, M. (2017). Effects of Dual-Language Immersion Programs on Student Achievement: Evidence From Lottery Data. *American Educational Research Journal*, *54*(1_suppl), 282S-306S. https://doi.org/10.3102/0002831216634463

Tan, J. (2024). An Empirical Study of Adaptive Learning Algorithm Based on Intrinsic Motivation in English Online Teaching and Learning. *Journal of Electrical Systems*, *20*(6s), Article 6s. https://doi.org/10.52783/jes.3088

Tom-Lawyer, O., Thomas, M., & Kalane, M. (2021). Examining the Status of English as a Medium of Instruction in Sub-Saharan Africa: A Comparative Study of Botswana and Nigeria. *European Scientific Journal, ESJ*, *17*, 51. https://doi.org/10.19044/esj.2021.v17n36p51

Unal, S. & Gurol, M. (2019). Online Cooperation in English Language Learning. Journal of Education and Practice, 10(36), 79-83. https://doi.org/10.7176/JEP/10-36-09

Umek, L., Keržič, D., Aristovnik, A., & Tomaževič, N. (2015). Analysis of Selected Aspects of Students' Performance and Satisfaction in a Moodle-Based E-Learning System Environment. *Eurasia Journal of Mathematics, Science and Technology Education*, *11*(6), 1495–1505. https://doi.org/10.12973/eurasia.2015.1408a

Wallace, A. (2014). Social Learning Platforms and the Flipped Classroom. *International Journal of Information and Education Technology*, *4*(4), 293–296. https://doi.org/10.7763/IJIET.2014.V4.416

Xu, Z. (2017). Apply Multimedia to College English Reading Teaching. Chinese Education Academic Journal, 12, 102-110.

Zuniga, L. (2015). EFL Professors' perceptions and intentions towards the integration of the tools in UNA Virtual Program at UNA Brunca Campus. Effective Teaching Practices: The Key to Maximising Learning, 458-475.

The effect of "Harry Potter and Philosopher's Stone" movie in students' British accent pronunciation

Intan Mellyana[1], Ikhsanudin[2], Wardah[3]

[1]Language and Art Education Department, Teacher Training and Education Faculty, Tanjungpura University, Pontianak, Indonesia, email: intanmellyana27@gmail.com
[2]Language and Art Education Department, Teacher Training and Education Faculty, Tanjungpura University, Pontianak, Indonesia, Email: ikhsanudin@fkip.untan.ac.id
[3]Language and Art Education Department, Teacher Training and Education Faculty, Tanjungpura University, Pontianak, Indonesia, Email: wardah@fkip.untan.ac.id

ABSTRACT

This study aimed to examine the impact of utilizing the Harry Potter movie, "Harry Potter and the Philosopher's Stone", as an educational instrument to facilitate the enhancement of year-9 SMP Negeri 06 Pontianak students' proficiency in British accent pronunciation. The research employed a pre-experimental research design, with a one-group pre-test and post-test approach, utilizing a sample of 30 IX C students selected through cluster random sampling methodology. The data were collected through pre-test and post-test assessments, which demonstrated that the result of the students' pre-test was lower than the post-test (85>16.67). Furthermore, the results indicated that the t-test exceeded the t-table value (28.47>1.699), thereby demonstrating a statistically significant effect. The results of the research analysis revealed that the null hypothesis was rejected while the alternative hypothesis was accepted. In addition, the effect size score (3.34) denoted a strong effect of the movie "Harry Potter and the Philosopher's Stone", which could be concluded that the Harry Potter movie had a very significant impact on students' ability to pronounce English words properly, particularly in British accent. The findings suggest the potential of the aforementioned movie as a medium for teaching British accent pronunciation to students, which despite on its initial purpose that the Harry Potter movie is recommended media to be used for teaching ninth-grade students.

Keywords: British Accent; Harry Potter Movie; Pronunciation Ability

INTRODUCTION

English pronunciation is a crucial aspect of foreign language teaching and learning as it significantly impacts students' communication skills and performance. Clear and accurate pronunciation is essential for effective communication (Lucky et al., 2022; Srakaew, 2021; Plailek & Essien, 2021). Therefore, it is imperative to focus on pronunciation during language instruction. Pronunciation difficulties can have a negative impact on learners' self-esteem and social interactions. Learners' ability to communicate effectively depends on their ability to pronounce words correctly, which they continue to improve throughout their lives (Afzal, 2019; Burns & Seidlhofer, 2019; Jarosz, 2019). Pronunciation is an essential part of learning English; even if their grammar is great, learners will not be understood if their pronunciation

is poor (Kobilova, 2022; Lightbown & Spada, 2021; Djurayeva, 2021). EFL teachers have the ability to help their students develop the necessary pronunciation skills for effective communication (Pennington & Rogerson-Revell, 2019; Almusharraf, 2022). According to Mahmood (2021), language was developed as a way of communication between humans; communicate on consists mostly of speaking and listening before communicating. Recognizing speech sounds involves perceiving the sounds of words, including accents and tonal changes. It is an important aspect of listening to diverse sounds and words.

Teaching pronunciation is critical and unavoidable component of an undergraduate English language curriculum. "Teaching pronunciation has become a crucial aspect in the Communicative Approach, unlike previous eras where it was neglected" (Purwanto, 2019). Recognizing the significance of pronunciation can aid in the development of successful instructional and academic methods for teaching it. It is important to consider the role of pronunciation in language learning. Good pronunciation makes learning easier, but poor pronunciation makes language learning more difficult (Gilakjani et al., 2020; Levis & Mccrocklin, 2018; Munro, 2018). Ahmed (2017) states that English teachers found that emphasis on rhythm, word stress, sentence stress and intonation is the best way to teach pronunciation to non-native students. Allowing learners to pronounce the language without compromising their ability to understand the message would be a more practical strategy (Akhatovna, 2022). The importance of pronunciation is further highlighted by the fact that English has become the dominant language for oral communication worldwide. Pronunciation is a crucial aspect of oral communication (Berry, 2021; Darcy, 2018; Vančová, 2019).

Learning English as an international and foreign language is crucial for students. English has at least two dialects: British and American. These two dialects may differ in vocabulary, pronunciation, structure, and accent (McKay & Hornby, 1975). Accent is the most apparent distinction between the two dialects. Dialects are variations of the same language that are specific to certain geographical regions or social groups (Li et al., 2017). According to Aeni et al (2021), "Accents typically differ in the tone of the voice, the division of vowels and consonants, stress and prosody. An accent reveals information about who people are and what community they belong to or want to belong to". Students consider British and American accents to be the most important for English Language Teaching (ELT), particularly in subjects that require verbal communication and pronunciation (Yuwita & Ambarwati, 2023). Research in identity has shown that accent is an important feature and aspect of identity. They are also beneficial for those learning a new language (McCrocklin & Link, 2016). Social accents are linked to the cultural and educational background of the speakers. Accents need not be about 'sounding right' or superiority, but rather about community and place. As Massai (2020) notes, English accents have a significant impact on national and social identity. The most widely recognized British accent is RP (Received Pronunciation), which is considered the standard English accent in England (Hosseinzadeh et al., 2015). Despite the fact that RP is probably the most researched and documented form of spoken English in the world, recent estimates suggest that barely 3% of the UK population speak it (Qizi, 2022). However, there is a high degree of homogeneity in written English in the UK, which could be characterized as English (Baratta & Halenko, 2022). The British accent is often considered distinctive and interesting, but can be difficult to learn. It may have a significant impact on English language learning, particularly if used as a guide. Non-British speakers may find it challenging to fully replicate the British accent. However, in today's technologically advanced era, access to more information about English, including British accents, is readily available. Various media tools have been used for academic and non-academic purposes, dramatically changing the EFLL landscape in the digital and e-Learning era (Yadav, 2020; Bennour, 2024; Beddiaf & Lamri, 2022). Various media can be used to learn the British accent, such as listening to British music, the British Council, and watching movies.

As a form of literature, movies can be a highly entertaining medium for learning. A study has found that students' motivation to learn can be increased by incorporating movies into language learning (Goctu, 2017). It is believed that students will enjoy watching the movies and learn how to pronounce English as they watch (Hestiana & Anita, 2022). According to

Pabayo et al (2022), teaching with multimedia, such as movies, may enhance students' understanding of presented material and information. The popularity of movies can be attributed to their ability to convey moral values, their diverse range of genres, their entertaining use of colorful animation and special effects, their accessibility and affordability, and their inclusion of language and cultural content. One of the latest techniques for encouraging language learners is to effectively use English movies (Al-Murshidi, 2020; Chaya, 2022; Simamora & Oktaviani, 2020). One crucial aspect of the movie's communication is its language. Language is crucial to the connection and identification of the different types of visual and auditory information that are part of the movie's experience (Hoinbala, 2022; Parmawati & Inayah, 2019; Muñoz et al., 2023).

Harry Potter is a popular movie known for imitating British accents. It is based on J.K Rowling's novel, a series of seven fantasies set in the United Kingdom. The plot follows the maturation of an orphan boy named Harry Potter. The first book begins with Harry Potter discovering that he is a wizard and has been accepted to attend Hogwarts School of Witchcraft and Wizardry at the age of eleven (Haghverdi, 2015). The Harry Potter film is renowned for its distinct British accent, with the actors employing it heavily. The use of clear, concise language and simple sentences ensures that the information is easily comprehensible. Therefore, it is an excellent choice for students learning English with a British accent. The movie provides ample opportunities for students to listen to and imitate British accents, which can aid in their language acquisition. An effective method is to use a range of media, including movies, which are suitable for learners (Juma, 2021; Sanjadireja, 2020).

This research aims to improve students' pronunciation ability and identify the accents they will learn, specifically British accent, through the use of Harry Potter movies as a learning medium. The method involves imitating and practicing words shown scene by scene. In this context, students will only watch a specific scene from Harry Potter that demonstrates the correct pronunciation of a word in a British accent. This will enable them to listen and imitate the word accurately. It is important to note that the students will not be watching the entire movie.

Previous studies have been conducted on the variable of 'Harry Potter Movies' by other researchers. The first study was conducted by Syam et al (2020) which generally, the problem focuses on the students who could speak English but they could not speak with good accent, it also focuses on identifying the student's ability to speak with a British accent and their motivation to learn it through the Harry Potter movie as a learning tool, which this research involved a sample of 8 students who practiced imitating the movie's dialogue. The second was conducted by Muhajir et al (2022) with the study aimed to investigate the effectiveness of using the Harry Potter film to improve the articulation skills of students, particularly in the context of Islamic education. The method involved helping students identify the reasons for their articulation difficulties and finding appropriate ways to improve their pronunciation. The results of the study suggest that using the Harry Potter film is an effective approach. The last one was conducted by Aniuranti & Suwartono (2020), which the study focuses on using 'Harry Potter and the Chamber of Secrets' as a tool for teaching English allomorphs in EFL classrooms. The paper proposes an alternative method for teaching allomorphs, which are a significant element of pronunciation. Introducing movies with educational benefits into EFL classrooms can aid students' comprehension of English allomorphs.

Previous studies have focused on general speaking skills and specific sounds of pronunciation, while this study specifically addresses the issue of student pronunciation, with a focus on British accents. The previous study only used a small sample of students, whereas this study includes a larger class sample. Additionally, the previous study employed additional learning materials to investigate students' English pronunciation. In contrast, this study focused solely on improving the pronunciation of British English within the predetermined word limits set by the researcher. This research is expected to enrich a valuable contribution to the existing literature on the use of the Harry Potter film as a teaching resource.

Based on the preliminary observation, the researcher found that Year 9 students at SMP Negeri 06 Pontianak were not given the opportunity to improve their English language skills

by using the English film, especially to improve their pronunciation skills. In addition, the language barrier between the students and English-speaking people may have hindered their willingness to learn the language. Furthermore, the same circumstance described in the previous study by Syam et al (2020), Muhajir et al (2022) and Aniuranti and Suwartono (2020). Students often learn English through reading alone, neglecting the crucial aspect of listening to authentic examples to improve their pronunciation, especially in relation to British accents. Pronouncing words with a British accent was a challenge for the students because they were not learning with appropriate media. Therefore, the researcher aimed to provide a range of educational activities to reinforce and improve students' pronunciation skills, using the Harry Potter film as a medium to improve pronunciation. In addition, the aim of the research was to improve students' pronunciation ability of ninth-grade students especially at SMP Negeri 06 Pontianak, using the Harry Potter movie as a teaching medium for British accent, but not only that, here the study also mentions about the 'British accent' which is one of the accents that native speakers use in speaking English. Besides that, it was also intended to introduce and teach students about the proper pronunciation especially in 'British accent' which they can learn by watching one of the famous movies in which all the actors use the 'British accent' in it, namely Harry Potter movie. So, this research expects that using one of these methods can help students to improve their pronunciation skill and use the 'British accent' by imitating some words that are spoken by the characters in the movie.

METHODS

Research Design

The study used a quantitative approach to analyze static data, such as learners' pre-test and post-test scores, to determine whether 'Harry Potter Movie' improves learners' British accent pronunciation. The method employed a pre-experimental design in the form of a pre-test and post-test. Creswell (2014) states that in quantitative research, an experimental study investigates the impact of a treatment or intervention on an outcome while controlling for all other factors that may affect the outcome.

As the research design was quantitative, the researcher conducted an experimental study to determine the causal relationship between two factors. Typically, students are involved and compared to determine the effect of a treatment. Creswell and Creswell (2018), supported by Amupanda (2023), state that experimental research is used to determine the effectiveness of a product or idea. The observation occurred twice, once before and once after treatment, during both the pre-test and post-test. The researcher acted as a teacher during the research. The experiment followed the following design:

Figure 1. One group pre-test and post-test

O_1	X	O_2
Pre-test	Treatment	Post-test

The research design involves a pretest before the treatment to compare results with the condition before treatment. A pre-test is given to the experimental group of students before the researcher teaches using the Harry Potter movie. The post-test is administered to the experimental group of students after the researcher has taught using the Harry Potter movie. Both tests measure the effect of the treatment using the Harry Potter movie on the students' ability to pronounce British accent.

Population and Sample

The research population comprised of the Year-9 students in a Junior High School at SMP Negeri 06 Pontianak during the academic year 2023/2024. The school is located on Jl. Karya Baru in Parit Tokaya, in Pontianak. The study population consisted of 30 learners comprising the entire ninth-grade C class at SMP Negeri 06 Pontianak. Population is a neutral term that

refers to the total number of units of a given type that are the focus of a study. This can include objects, organizations, individuals, or even events (Hossan et al., 2023). In this study, the researcher selected the C class of ninth-grade students, comprising 30 participants, using cluster random sampling.

Figure 2. Assessing sample of year-9 of the learners at SMP Negeri 06 Pontianak

IX C					
Student 1	Student 2	Student 3	Student 4	Student 5	Etc.

Technique of Data Collection

The Data was collected through a class pre-test, where the researcher administered an oral test on a piece of paper consisting of 10 words in British accent. The following test includes 10 words used in British English: flavor [/ˈfleɪ.vər/], can't [/kɑːnt/], better [/ˈbet.ər/], dirt [/dɜːt/], there [/ðeər/], teacher [/ˈtiː.tʃər/], summer [/ˈsʌm.ər/], watch [/wɒtʃ/], water [/ˈwɔː.tər/] and forgotten [/fərˈɡɑt.ən/]. The pre-test was conducted to evaluate the students' basic ability to pronounce words with a British accent prior to the treatment. Students received one mark for each correctly pronounced word using the mechanics of the British accent as instructed by the researcher. Following the initial test, the instructor provided various lessons on British accents utilizing the movie "Harry Potter and the Philosopher's Stone"

For this research, a specific set of ten words was used for both the pre-test and post-test. The test was conducted orally, as Iqbal et al. (2010) noted that oral tests are a widely used mode of assessment. To effectively address the research objective, the study collected data through in-person oral tests to evaluate the students' proficiency in British pronunciation. Students will receive 100 points if they correctly pronounce all words according to the rubric assessment. Therefore, a score of 60 is considered a failing grade since it does not meet the assessment criteria of 70. As per Ary et al. (2010), "a test refers to a succession of stimuli presented to an individual, in order to generate responses that can be assigned a numerical score". The study aimed to investigate the impact of the movie "Harry Potter and the Philosopher's Stone" on enhancing students' pronunciation skills in a British accent.

Tools of Data Collection

This research employed oral tests to evaluate the impact of using the Harry Potter movie on the pronunciation ability of ninth-grade students in SMP Negeri 06 Pontianak, specifically in a British accent. As stated by Ary et al (2010), a test is a series of stimuli presented to a person to elicit responses, from which a numerical score can be assigned. The study aimed to investigate the impact of the Harry Potter film 'Harry Potter and the Philosopher's Stone' on students' ability to pronounce British English. The aim of the test was to assess the students' ability to pronounce words accurately.

Research Procedures and Data Analysis

The students underwent the treatment, which the researcher administered twice. The initial treatment took place during a 2x40 minute session, whereby the researcher instructed the students on the procedure text to assist them in learning how to pronounce words in a British accent. According to Mataram (2018), procedure texts are instructional documents that guide readers on how to carry out, utilize, or produce something in its entirety. The procedure text itself was straightforward to aid the students in learning how to pronounce words accurately. For the second treatment, the researcher utilized the movie adaptation of "Harry Potter and the Philosopher's Stone" as the main tool for students to determine whether a change occurred or not. Rather than watching the entire film, students were instructed to focus on specific scenes that demonstrate British pronunciation of certain

words. The students were instructed to attentively listen and observe to ensure accurate pronunciation of words in accordance with the characters' enunciations as depicted in the movie, particularly within the scenes they viewed. There are two types of knowledge necessary for mastering English pronunciation: intuitive and analytic (Akhatovna, 2022). During the course of the study, the intervention was implemented on two occasions: firstly, to teach about pronunciation, specifically in the British accent, and secondly, to enable students to mimic the speakers in the movie by watching and listening to it. Consequently, the intervention was carried out over two days.

The researcher conducted a post-test to assess the potential improvement in British accent pronunciation among students after viewing the Harry Potter movie. The post-test was identical to the pre-test, and the results were scored to determine whether the movie had an impact on the students' ability to pronounce in a British accent.

After collecting scores from the pre-test and post-test, the researcher analyzed the data using the T-test formula adapted from Ary et al. (2010) and applied the formula was utilized to assess whether utilizing the Harry Potter film was efficient in teaching students how to pronounce British words. Additionally, the researcher analyzed the range of effect size to determine the extent of the Harry Potter movie's effectiveness in teaching students how to pronounce words with a British accent.

RESULTS

To address the primary question, the researcher conducted a T-test to evaluate the efficacy of utilizing the Harry Potter film for improving students' British accent pronunciation ability. Furthermore, the researcher examined the effect size range of the treatment to determine the significance of using the Harry Potter movie to teach British accent pronunciation. The researcher categorized the results accordingly.

To answer the first question, the researcher calculated a t-test. The results show that the t-test exceeds the value of the t-table (28.47 > 1.699). The effect size value (3.34) indicates a strong effect of the film "Harry Potter and the Philosopher's Stone". The results suggest the potential of the said film as a medium for teaching British accent pronunciation to students. With one degree of freedom (df) = N-1 (30-1)=29) and 95% DF confidence (p=0.05), the t-test outperformed the t-table (28.47>1.699). This means that teaching pronunciation using the Harry Potter film to 9th grade students significantly improved the students' performance in British accent pronunciation. As a result, the alternative hypothesis (Ha) was accepted while the null hypothesis (Ho) was rejected. The data acquired from the t-test analysis is displayed below:

Table 1. The data obtained from the t-test analysis

	Pre-Test	Post-Test
Mean Score	16,67	85
Observations	30	30
Degree of Freedom	29	29
T-Stat	28,47	
T-Critical One-tailed	1,699	

In order to address the second inquiry, which aimed to determine the extent of the treatment's impact, the researcher calculated the treatment's effect size range. The ensuing outcome was obtained through the computation of the Effect size. The result showed that the effect size of the use of Harry Potter movie to teach students' pronunciation ability in British accent was 3.34, which indicated that the range of effect size was categorized into strong effect. In conclusion, using the Harry Potter movie to

enhance Year 9 students' British accent pronunciation ability proved to be highly effective in teaching pronunciation skills at SMP Negeri 06 Pontianak.

Table 2. The Result of pre-test and post-test
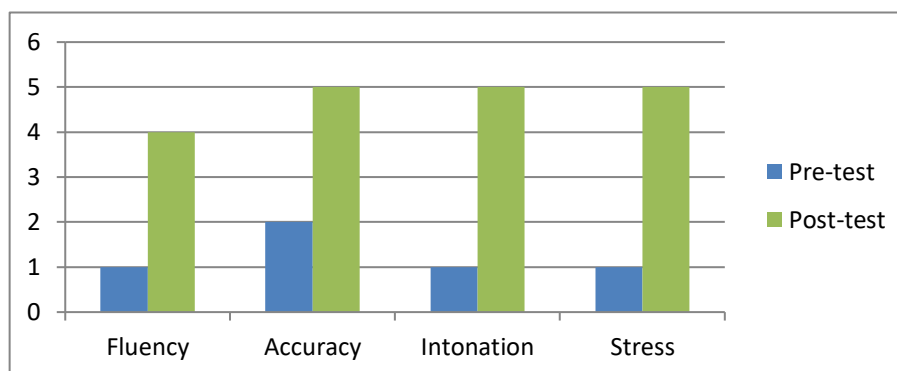
The results of the research showed that the Harry Potter movie was successful in teaching students to pronounce in a British accent. The researcher found that the Harry Potter movie improved students' ability to pronounce words correctly, particularly in a British accent. The movie guided and supported the students in learning how to pronounce words and sentences correctly in a British accent, as well as the different types of British accent sounds. Students demonstrated their enthusiasm during the teaching and learning process, particularly when watching the movie together and trying to imitate the words spoken by the characters in the movie. The results of learning pronunciation through watching the Harry Potter movie were a very successful attempt to help students achieve the expected results.

Prior to the treatment, a pretest was administered in the classes to assess the students' pronunciation skills. This test aimed to measure the students' pronunciation skills in British accent before using the movie 'Harry Potter and the Philosopher's Stone' as a treatment. A total of 30 students participated.

Table 3. Pre-test Scores Frequency Distribution

Score Interval	One Group Pre-test	
	Frequency (N)	Percentage (%)
0	11	36,6
10	11	36,6
20	3	10
30	1	3,3
40	1	3,3
80	1	3,3
90	2	6,6
SUM	30	100

Based on the table, it is evident that a significant number of students scored below the minimum standard of completeness criteria, which is 75. In fact, 36.6% of students scored either 0 or 10. Additionally, 10% of students scored 20, while 3.3% scored 30 or 40. Only a few students scored above 75, with 6.6% scoring 90 and one student scoring 80.

The movie 'Harry Potter and the Philosopher's Stone' was used as a teaching aid in a study. The study consisted of five treatment sessions, followed by pre-test and post-test sessions. Each treatment session lasted 90 minutes. The main objective was to improve the students' ability to pronounce 10 specific words in British accent.

Students were taught to watch and imitate, and the teacher performed the teaching procedures as follows; (1) The students demonstrated their understanding of the British accent, with only a small number already familiar with it. An overview of the British accent was presented during the first session of the treatment, but the film was not shown as the researcher aimed to introduce and provide further material on specific sounds to be learned by the students. (2) For the second session, the researcher presented the movie "Harry Potter and the Philosopher's Stone" as the second treatment in the study. During this session, students viewed specific scenes from the movie, which were divided into 10 separate scenes, each teaching a different word selected by the researcher for students to learn. The words selected were notable due to their distinct pronunciation when spoken in a British accent. (3) The use of "Harry Potter and Philosopher's Stone" movie as a learning tool for teaching students' pronunciation in British English involved requiring students to imitate the words pronounced by the characters in the movie. This technique of imitation assists students in enhancing their listening skills and pronunciation abilities (Lengkoan & Hampp, 2022). The researcher instructed the students to enunciate words by listening and emulating the pronunciation of the characters, adhering to the proper ways and sounds of the words that had been learned.

Post-test was given for the same class after the treatment. The post-test was given to find out the result achievement of the students in learning pronunciation ability in British accent by using the "Harry Potter and Philosopher's Stone" movie. The post-test had the same number of words as the pre-test.

Table 4. Post-test Scores Frequency Distribution

Score Interval	One Group Post-test	
	Frequency (N)	Percentage (%)
60	3	10
70-80	11	36,6
90-100	16	53,3
SUM	30	100

Table 4 shows that no students scored below 60, indicating an increase in overall scores. The majority of students (16) scored between 90-100, with 11 students scoring between 70-80. In the post-test, only three students (10%) scored 60.

The first improvement that the researcher found from the student was about the phonetic accuracy of certain sounds such as pronouncing the sounds of /t/, /ʳ/ and /ɑː/ which had been decided by the researcher to be pronounced. The development of phonetic accuracy in the certain sounds was aided by exposure to actual spoken language in the movie.

The second was intonation and rhythm in a British accent. This movie helped students understand the natural rhythm and intonation characteristics of how to pronounce words in British accent. Students learned how to articulate words by immersing themselves in authentic examples, listening to the characters' pronunciation of terms in the Harry Potter movie. According to the researcher's findings, students experienced significant improvement in their pronunciation when they listened to the original pronunciation of the characters in the movie. The third aspect examined was fluency. The researcher discovered that prior to receiving the treatment, students demonstrated poor fluency when pronouncing English words. They persisted in stuttering when attempting to utter certain words and displayed marked hesitation. This may be attributed to their limited exposure to learning how to pronounce English words, coupled with the lack of a model to emulate.

Based on the results of the pre-test and post-test in teaching pronunciation, especially how to pronounce words in a British accent using the Harry Potter movie, the researcher concluded that the Harry Potter movie improved the pronunciation ability of Year-9

students in a British accent. The students' improvement in pronunciation ability was evident in their ability to correctly pronounce the ten specific words that the researcher had selected for instruction. These words included flavor [/ˈfleɪ.vər/], can't [/kɑːnt/], better [/ˈbet.ər/], dirt [/dɜːt/], there [/ðeər/], teacher [/ˈtiː.tʃər/], summer [/ˈsʌm.ər/], watch [/wɒtʃ], water [/ˈwɔː.tər/] and forgotten [/fərˈɡɑt.ən/]. The students were required to pronounce these words correctly and in a British accent. This was to enable them to demonstrate the impact of the Harry Potter film on their acquisition of English pronunciation, particularly in a British accent, which the final results demonstrated that this research was successful in improving students' ability to pronounce words in English correctly, particularly when imitating a British accent in accordance with the movie genre selected by the researcher. Syam et al. (2020) stated that Harry Potter movie had vigorous impact on improving students' pronunciation ability especially in British accent.

The research demonstrated that the medium of movie was of significant value in facilitating more effective learning. It was selected by students as a preferred method of learning over traditional text-based resources, which were perceived as somewhat tedious. Moreover, when students were studying pronunciation or speaking, they required authentic examples to emulate. In this context, the role of the movie in facilitating English language learning, particularly in relation to pronunciation and speaking, was found to be pivotal. The effectiveness of this approach was underscored by the observation that "one of the most effective methods of learning is to watch a movie that is recognized to be appropriate for the tactics and approaches to be employed in the classroom" (Hestiana & Anita, 2022).

The researcher observed a notable enhancement in the students' ability to articulate English words, particularly when attempting to replicate a British accent. The process of language acquisition was found to be a complex interplay of abilities, with pronunciation identified as a crucial element. In recent years, the incorporation of audiovisual materials into language learning has emerged as a novel approach to developing proficiency in pronunciation, particularly when learning a specific accent such as British English. The first improvement observed in the student's performance pertained to phonetic accuracy. The development of phonetic accuracy was facilitated by exposure to authentic spoken language in the movie. The students were able to listen to native speakers pronouncing words, phrases and sentences, which enabled them to replicate the correct pronunciation patterns.

The second area of focus was intonation and rhythm in a British accent. The movie facilitated students' comprehension of the intrinsic rhythm and intonation characteristics of British English. The students were instructed in the modification of speech patterns through exposure to a variety of emotional contexts and conversational scenarios. The third area of focus was the provision of contextual cues within movie scenes and conversations, which facilitate comprehension of the ways in which pronunciation varies depending on the situation. As a result of this contextual awareness, students were able to modify their pronunciation in accordance with the diverse social and conversational circumstances they encounter. The most intriguing finding was that this type of research demonstrated the potential for movies to serve as a long-term motivator for students in their pursuit of English language learning. The engaging character of movies helped to maintain students' interest in language study. This long-term motivation was essential for maintaining consistent practice and facilitating growth (Jarosz, 2019).

Furthermore, the researcher discovered that prior to the commencement of this study, the ninth-grade students at SMP Negeri 06 Pontianak exhibited a notable deficiency in English pronunciation. In fact, 90% of the students were unable to articulate a single word with any degree of accuracy. The study that had been conducted by the researcher, revealed a significant improvement in the participants' ability to pronounce English words correctly and to use British accents in the pronunciation of words taught through the Harry Potter film. Additionally, the participants demonstrated the ability to imitate words based on the pronunciation of the characters in the movie. Learners can benefit cognitively and linguistically through actual exposure, contextual learning and

involvement. However, careful pedagogical planning is required to overcome barriers and ensure a balanced approach that integrates movie into a comprehensive language program. Further research and testing are needed to validate and develop this research for language teaching.

CONCLUSION

In relation to the findings and discussion of this study, the Harry Potter movie was found to be helpful in improving students' pronunciation in a British accent. This means that the movie can be used to teach pronunciation, especially in British accents, because the majority of the characters in the movie speak in British English. This is supported by the result of the t-test formula to test the hypothesis. The pre-test mean score is 16.67, while the post-test mean score is 85. Therefore, the score interval is 85. It can thus be stated that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. This research demonstrated a significant difference in improving students' pronunciation ability in British accent using "Harry Potter and Philosopher's stone" movie as a learning medium for ninth-grade students of SMP Negeri 06 Pontianak in the 2023/2024 academic year. According to the results, the effect size is large with ES>1.00 (3.34>1.00). It can be concluded that Harry Potter movie has a significant impact on students' pronunciation ability in British accent. This suggests that using the Harry Potter movie to teach pronunciation has a large impact. The above data analysis and effect size results showed that the use of the Harry Potter movie is highly effective in teaching pronunciation to Year 9 students at SMP Negeri 06 Pontianak.

In conclusion, the study has demonstrated the efficacy of employing the Harry Potter films as a distinctive and engaging methodology for imparting English accent pronunciation skills to students. This approach can effectively address students' reluctance to engage with English language learning, which may be attributed to the perceived lack of engagement in traditional, textbook-based methods. The incorporation of popular and culturally relevant materials, such as the Harry Potter films, has been demonstrated to markedly enhance students' pronunciation abilities through a comprehensive examination of diverse pedagogical approaches and an analysis of empirical data. The methodology employed in this study revealed that the students were highly enthusiastic about acquiring new knowledge, particularly in regard to British accents, which they lacked familiarity with. This lack of knowledge prompted the students to demonstrate a keen interest in learning more about British accents and how to use them correctly. The immersive and captivating quality of the movie, together with exposure to real British English pronunciation by native speakers, creates an environment that encourages both active engagement and unconscious learning. The visual and auditory stimuli provided by the movie sequences allow learners to absorb correct pronunciation patterns in a context that resembles real-life communication scenarios. Through this study proves the effectiveness of using films in improving EFL students' pronunciation skills, yet the result entails specific context of EFL settings. Further research is suggested to scrutinize other aspects related to its effectiveness.

CONFLICTS OF INTEREST

The authors of this paper declare that there is no conflict of interest regarding its publication.

AUTHOR CONTRIBUTIONS

Mellyana, I.: Conceptualization (primary), methodology (primary), writing – original draft (primary), review (secondary), editing (secondary), securing funding. Ikhsanudin, I., & Wardah, W.: Conceptualization (supporting), methodology (supporting), writing – original draft (primary), review (lead).

REFERENCES

Aeni, N. M., Muthmainnah, M., Octaberlina, L. R., & Lubis, N. D. A. (2021). *Accent: a literature review of English language variation on sociolinguistics*. https://doi.org/10.31219/osf.io/ehx2q

Afzal, N. (2019). A study on vocabulary-learning problems encountered by ba English majors at the university level of education. *Arab World English Journal*, *10*(3), 81–98. https://doi.org/10.24093/awej/vol10no3.6

Ahmed, Z. A. D.-A. (2017). Difficulties encountered by EFL students in learning pronunciation: a case study of Sudanese higher secondary schools. *International Journal of English Linguistics*, *7*(4), 75–82. https://doi.org/10.5539/ijel.v7n4p75

Akhatovna, K. O. (2022). Teaching pronunciation skills. *Texas Journal of Multidisciplinary Studies*, *5*, 279–282. https://zienjournals.com

Al-Murshidi, G. H. (2020). Effectiveness of movies in teaching and learning English as a foreign language at universities in UAE. *Review Article PSYCHOLOGY AND EDUCATION*, *57*(6), 442–450. https://doi.org/10.17762/pae.v57i6.50

Almusharraf, A. (2022). EFL learners' confidence, attitudes, and practice towards learning pronunciation. *International Journal of Applied Linguistics (United Kingdom)*, *32*(1), 126–141. https://doi.org/10.1111/ijal.12408

Amupanda, J. S. (2023). Research Methodology: tools and techniques. In *Diamond Warriors in Colonial Namibia*. https://doi.org/10.2307/jj.8155055.13

Aniuranti, A., & Suwartono, T. (2020). Teaching English allomorphs through "Harry Potter and the Chamber of Secret" movie. *EduLite Journal of English Education, Literature, and Culture*, *5*(2), 192–201. https://doi.org/10.30659/e.5.2

Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). *Introduction to research in education* (8th Editio). Cengage Learning.

Baratta, A., & Halenko, N. (2022). Attitudes toward regional British accents in EFL teaching: Student and teacher perspectives. *Linguistics and Education*, *67*, 1–11. https://doi.org/10.1016/j.linged.2022.101018

Beddiaf, R., & Lamri, A. (2022). The effect of technology use in learning on students' motivation: The case of EFL students in Algeria. In *university center of abdalhafid boussouf - MILA*. Boussouf Abd Elhafid Mila University.

Bennour, C. F. Z. G. S. (2024). *The future of E-learning : the use of technology in transforming EFL students*. Kasdi Merbah Ouargla University.

Berry, D. M. (2021). Level up your pronunciation: Impact of a mobile game 1. *MEXTESOL Journal*, *45*(1), 1–12.

Burns, A., & Seidlhofer, B. (2019). *Speaking and pronunciation* (Third Edit). Routledge.

Chaya, P. (2022). Movie exploratory study for appropriate cultural contents for enhancing Thai EFL students' English-speaking skills and intercultural communicative competence. *Asian Social Science and Humanities Research Journal (ASHREJ)*, *4*(1), 1–14. https://doi.org/10.37698/ashrej.v4i1.91

Creswell, J. W. (2014). *Research design: qualitative, quantitative, and mixed methods approaches* (Third Edit). Sage.

Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Fifth Edit). Sage.

Darcy, I. (2018). Powerful and effective pronunciation instruction: How can we achieve it? *Catesol Journal*, *30*(1), 13–45.

Djurayeva, Y. A. (2021). Enhancing English pronunciation in learning process. *CSPI Conference 2*, *2*, 302–306. www.ares.uz

Gilakjani, A. P., Namaziandost, E., & Ziafar, M. (2020). A survey study of factors influencing Iranian EFL learners' English pronunciation learning. *International Jornal of Research*

in English Education (IJREE), *5*(2), 103–123. https://doi.org/10.29252/ijree.5.2.103

Goctu, R. (2017). Using movies in EFL classrooms. *European Journal of Language and Literature*, *3*(2), 121–124. https://doi.org/10.26417/ejls.v8i1.p121-124

Haghverdi, H. R. (2015). The Effect of song and movie on high school students language achievement in Dehdasht. *Procedia - Social and Behavioral Sciences*, *192*, 313–320. https://doi.org/10.1016/j.sbspro.2015.06.045

Hestiana, M., & Anita, A. (2022). The role of movie subtitles to improve students' vocabulary. *Journal of English Language Teaching and Learning (JELTL)*, *3*(1), 46–53. https://doi.org/10.33365/jeltl.v3i1.1715

Hoinbala, F. R. (2022). Movies as an authentic input in l2 speaking class: A dynamic usage-based approach in EFL teaching in Indonesia. *International Journal of Language Education*, *6*(1), 1–9. https://doi.org/10.26858/ijole.v6i1.20196

Hossan, D., Dato' Mansor, Z., & Jaharuddin, N. S. (2023). Research population and sampling in quantitative study. *International Journal of Business and Technopreneurship (IJBT)*, *13*(3), 209–222. https://doi.org/10.58915/ijbt.v13i3.263

Hosseinzadeh, N. M., Kambuziya, A. K. Z., & Shariati, M. (2015). British and American phonetic varieties. *Journal of Language Teaching and Research*, *6*(3), 647–655. https://doi.org/10.17507/jltr.0603.23

Iqbal, I., Naqvi, S., Abeysundara, L., & Narula, A. (2010). The Value of oral assessments: A review. *The Bulletin of the Royal College of Surgeons of England*, *92*(7), 1–6. https://doi.org/10.1308/147363510x511030

Jahara, S. F., & Abdelrady, A. H. (2021). Pronunciation problems encountered by EFL learners: An empirical study. *Arab World English Journal*, *12*(4), 194–212. https://doi.org/10.24093/awej/vol12no4.14

Jarosz, A. (2019). English pronunciation in l2 instruction: The case of secondary school learners. In *Second Language Learning and Teaching*. Springer. https://doi.org/10.1007/978-3-030-13892-9

Juma, M. J. (2021). Developing English pronunciation through animation and youtube videos. *Arab World English Journal*, *12*(4), 401-414–414. https://doi.org/10.24093/awej/vol12no4.26

Kobilova, N. R. (2022). Importance of pronunciation in English language communication. *Academic Research in Educational Sciences*, *3*(6), 592–597.

Levis, J. M., & Mccrocklin, S. (2018). Reflective and effective teaching of pronunciation. In *Issues in applying SLA theories toward reflective and effective teaching* (pp. 77–89). https://doi.org/10.1163/9789004380882

Lengkoan, F. & Hampp. (2022). Imitation technique in learning English at English education Department Universitas Negeri Manado. *Jurnal Pendidikan Bahasa Inggris Indonesia*, *10*(1), 48–53. https://doi.org/10.23887/jpbi.v10i1.668

Li, B., Sainath, T. N., Sim, K. C., Bacchiani, M., Weinstein, E., Nguyen, P., Chen, Z., Wu, Y., & Rao, K. (2017). Multi-dialect speech recognition with a single sequence-to-sequence model. 1-5. https://doi.org/10.48550/arXiv.1712.01541

Lightbown, P. M., & Spada, N. (2021). How languages are learned. In *Issues in Applied Linguistics* (Fourth Edi, Vol. 15, Issue 2). Oxford University Press. https://doi.org/10.5070/l4152005088

Lucky, S. A., Yuliana, Y. G. S., & Rezeki, Y. S. (2022). An analysis on students' pronunciation of a scientific text. *Acitya: Journal of Teaching and Education*, *4*(2), 475–485. https://doi.org/10.30650/ajte.v4i2.3320

Mahmood, H. A.-S. (2021). *The importance of Pronunciation in English language teaching* [Salahaddin University-Erbil]. https://www.researchgate.net/publication/351626037

Massai, S. (2020). *Shakespeare's accents: voicing identity in performance*. Cambridge University Press.

Mataram, J. I. (2018). Using video recipe to improve the junior high school students' ability in writing procedure text. *Journal of Languages and Language Teaching*, *6*(2), 108–115. https://doi.org/10.33394/jollt.v6i2.1262

McCrocklin, S., & Link, S. (2016). Accent, identity, and a fear of loss? ESL students' perspectives. *Canadian Modern Language Review*, *72*(1), 122–148. https://doi.org/10.3138/cmlr.2582

McKay, J. M., & Hornby, A. S. (1975). Oxford Advanced Learner's Dictionary of Current English. *TESOL Quarterly*, *9*(1). https://doi.org/10.2307/3586015

Muhajir, M., Syafrizal, S., Nadhirah, Y. F., & Mu'izzuddin, M. (2022). Teaching pronunciation and Islamic education materials by using Harry Potter movie to Indonesian students. *Journal of Language and Linguistic Studies*, *18*(2), 1174–1184.

Muñoz, C., Pujadas, G., & Pattemore, A. (2023). Audio-visual input for learning L2 vocabulary and grammatical constructions. *Second Language Research*, *39*(1), 13–37. https://doi.org/10.1177/02676583211015797

Munro, M. J. (2018). How well can we predict second language learners' pronunciation difficulties? *The CATESOL Journal*, *30*(1), 267–281. https://eric.ed.gov/?id=EJ1174232

Pabayo, F. S., Rosnija, E., & Wajdi, M. (2022). Teaching simple past tense in narrative text using animation movie through online learning. *Journal of English Education Program*, *3*(2), 88–94. https://doi.org/10.26418/jeep.v3i2.52141

Parmawati, A., & Inayah, R. (2019). Improving students' speaking skill through English movie in scope of speaking for general communication. *ELTIN Journal: Journal of English Language Teaching in Indonesia*, *7*(2), 45–53. https://doi.org/10.22460/eltin.v7i2.p43-53

Pennington, M. C., & Rogerson-Revell, P. (2019). *English pronunciation teaching and research* (1st ed.). Palgrave Macmillan London. https://doi.org/https://doi.org/10.1057/978-1-137-47677-7

Plailek, T., & Essien, A. M. (2021). Pronunciation problems and factors affecting English pronunciation of EFL students. *Turkish Journal of Computer and Mathematics Education*, *12*(12), 2026–2033. https://doi.org/10.17762/turcomat.v12i11.7734

Purwanto, A. (2019). Teaching pronunciation using varieties of pronunciation teaching materials and practices. *Scope: Journal of English Language Teaching*, *3*(2), 81–92. https://doi.org/10.30998/scope.v3i2.4129

Qizi, M. S. B. (2022). Types of received pronunciation. *Science and Innovation International Scientific Journal*, *1*(8), 655–657. https://doi.org/10.5281/zenodo.7378099

Sanjadireja, R. R. (2020). Subtitle in teaching pronunciation with Video. *IJET (Indonesian Journal of English Teaching)*, *9*(1), 67–85. https://doi.org/10.15642/ijet2.2020.9.1.67-85

Simamora, M. W., & Oktaviani, L. (2020). What is your favorite movie?: A strategy of English education students to improve English vocabulary. *Journal of English Language Teaching and Learning*, *1*(2), 44–49. https://doi.org/10.33365/jeltl.v1i2.604

Srakaew, P. N. (2021). The importance of pronunciation in English communication. *Journal of Teaching English*, *2*(2), 11–18. https://so10.tci-thaijo.org/index.php/jote/article/view/491

Syam, R. R., Zuhri Dj, M., & Wahdaniati Suaib, R. (2020). British accent through Harry Potter movie as learning media: Imitating and practising the dialogue. *Proceedings of the 2nd International Conference on English Language Education (ICONELE)*, 574.

Vančová, H. (2019). Current issues in pronunciation teaching to non-native learners of English. *Journal of Language and Cultural Education*, *7*(2), 140–155. https://doi.org/10.2478/jolace-2019-0015

Yadav, M. S. (2020). Role of social media in English language learning to the adult learners. *International Journal of Linguistics, Literature and Translation (IJLLT)*, *4*(1), 238–246. https://doi.org/10.32996/ijllt

Yuwita, M. R., & Ambarwati, N. D. (2023). Exploring university students' attitudes towards their English accent and native English accents. *Linguistics and Literature Journal*, *4*(1), 21–27. https://doi.org/10.33365/llj.v4i1.2549

The implementation of Canva as a digital learning tool in English learning at vocational school

Sugiarni[1]*, Dina Eka Widiastuti[2], Tahrun[3]

[1]*English Language Education Department, Universitas PGRI Palembang, Indonesia, email: qwriting1@gmail.com*
[2]*English Language Education Department, Universitas PGRI Palembang, Indonesia, email: dinawidiastuti15@guru.smk.belajar.id*
[3]*English Language Education Department, Universitas PGRI Palembang, Indonesia, email: tahrun@univpgri-palembang.ac.id*

*Corresponding Author:
qwriting1@gmail.com

ABSTRACT

This study aims to investigates the implementation of Canva as a digital learning tool at SMKN 1 Parit Tiga in West Bangka. Canva, a versatile graphic design platform, offers various features for creating visually appealing materials. This study used qualitative approach, using a case study design. It explores how Canva enhances teaching and learning processes, engages students, and improves learning outcomes in a vocational high school setting. The data collection was done through interviews, classroom observations, and document analysis. The data, then, were analyzed using thematic analysis. The research findings highlight the seamless integration of Canva into lesson planning, teachers' motivations for using Canva, and the positive impact on student engagement and creativity. The results indicated that Canva significantly increases student interest, engagement, and confidence, leading to enhanced creativity and understanding of topics. Recommendations include providing professional development opportunities for teachers and incorporating student feedback to optimize Canva's use in the classroom. Overall, the study underscores the promising results of integrating Canva into educational settings to enhance student motivation, creativity, and collaboration.

Keywords: Canva; Digital Learning Tool; Implementation

INTRODUCTION

In recent years, the integration of digital tools in education has transformed traditional teaching and learning practices, offering new opportunities for enhancing student engagement and academic achievement. In EFL classrooms, English teachers use graphic media (textbooks, pictures), video media (educational videos), Power Point presentations, and display media (boards) to enhance learning through visual aids, audiovisual content, interactive lessons, and student engagement (Andriani, 2022; Roistika, 2021; Shalawati et al., 2022; Wulandari, 2020).

Canva has become a popular digital tool in education, known for its user-friendly interface that allows users to create visually appealing materials effortlessly. This web-based graphic design platform offers a wide range of templates, making it versatile for producing various educational materials (Firdayanti et al., 2024; Pedroso et al., 2023; Zahroh & Febrianingrum, 2023). As an online design application, Canva serves as an effective learning media tool. It enables users to create diverse visual content, including text, videos, animations, audio, images, and graphics, all of which can significantly enhance the learning experience (Salminawati et al., 2023; Fitria, 2022; Santiana et al., 2021)

Canva's intuitive features promote creativity and improve writing skills in educational settings. Its easy-to-use color wheel allows for quick color adjustments, while grids help arrange images neatly. The text holder feature simplifies text placement, and the extensive library of graphics, photos, and fonts empowers users to design visually appealing content. Additionally, the Canva for Work option enhances collaboration,

.

centralizes design assets, and ensures brand consistency through customizable templates (Andriyanti et al., 2023).

These features make Canva a valuable tool for fostering creativity and improving students' writing skills. Rais and Zulfa (2024) highlight that teachers can utilize Canva to create interactive and effective learning materials, thereby enhancing student understanding and overall learning quality. The platform's capability to facilitate visual representation is particularly beneficial for students who learn best through images (Mafiroh et al., 2024) Canva can enhance the teaching and learning process by providing various templates for presentations, certificates, posters, and videos, which can engage students more effectively (Putri et al., 2020).

Research conducted by Pedroso et al., (2023) indicate that using Canva as a digital learning tool significantly improves the teaching and learning process. It enhances practical skills and stimulates students' creativity during class activities. Students generally hold very positive opinions about Canva, appreciating its wide range of tools and templates that allow for unique and visually appealing project designs. The application facilitates the development of interactive learning media, which can enhance student engagement and participation in the learning process (Zebua, 2023).

Ngoc & Huyen (2023) revealed that the use of Canva significantly boosts high school students' motivation to learn writing. Students reported increased interest and engagement in their writing classes, finding the learning process more enjoyable, which in turn improved their confidence and willingness to participate actively in skill enhancement. Moreover, a study by Maria et al. (2023) found that utilizing Canva significantly improved students' achievement in English learning. The materials designed with Canva were perceived as more attractive and engaging, leading to increased interaction and learning among students, ultimately enhancing their English knowledge and skills.

Atmaja (2021) also indicated that the Canva application significantly improved students' creativity in writing. It aided students in generating ideas, understanding concepts, and enhancing their creativity in writing tasks. Research on the implementation of Canva in educational settings has shown promising results in enhancing student motivation, creativity, and collaboration. By incorporating Canva into the curriculum, teachers can design interactive and engaging learning materials, such as infographics, presentations, and posters, that cater to diverse learning styles and preferences.

Vocational high schools, such as SMKN 1 Parit 3 in West Bangka, face unique challenges in preparing students for the workforce while fostering creativity and critical thinking skills. Apsari et al. (2022) categorize these challenges into external and internal factors. Internally, students often exhibit low motivation to learn and engage in English. Additionally, the quality of the teaching process poses challenges, including teachers' readiness and creativity in their instructional methods (Aryawan, 2023). These challenges can adversely affect the competencies of SMK graduates.

A study by Fauhan & Jumardi (2023) found that the Canva application serves as an effective learning medium at SMK Bina Nusa Mandiri Jakarta, highlighting its potential to enhance creativity among teachers and improve the effectiveness of teaching and learning activities. However, research by Rahmadhani et al., (2022) indicated a significant gap in the competencies of SMK graduates compared to the demands of the job market, with a percentage gain of only 45.61%. This gap underscores the need for improved alignment between vocational education and workforce requirements to reduce unemployment among SMK graduates.

Canva is a valuable media for teaching English language skills, offering opportunities for students to enhance their abilities and skills in a creative and engaging manner (Sugiani, 2023). It is a valuable tool for boosting student creativity, engagement, and learning outcomes in vocational education settings (Muhajir et al., 2024). Despite the potential benefits of using Canva as a digital learning tool, there is a lack of research on its specific application in vocational high school settings. This study seeks to address this gap by exploring how Canva can be effectively integrated into the teaching and learning processes at SMKN 1 Parit 3, with a focus on its impact on student engagement, learning outcomes, and overall educational experience. It answers these questions: 1) How is Canva currently being utilized as a digital learning tool in SMKN 1 Parit Tiga, West

.

Bangka?; 2) What are the perceptions of educators regarding the effectiveness of Canva in enhancing student engagement and learning outcomes?; 3)How do students at SMKN 1 Parit Tiga perceive the use of Canva for improving their English language skills and vocational competencies?; 4) What challenges and opportunities are encountered in integrating Canva into the teaching and learning processes at SMKN 1 Parit Tiga?

By investigating the implementation of Canva in a vocational high school context, this research aims to provide valuable insights into the practical use of digital tools for enhancing vocational education and preparing students for the demands of the modern workforce. The findings of this study will contribute to the existing literature on digital learning tools in education and offer recommendations for educators and policymakers looking to leverage technology for improved student learning and success.

METHODS

This study employed a qualitative study. Qualitative research is defined as a method that explores the meanings individuals assign to a problem or issue, focusing on their experiences and perspectives. It is flexible, allowing changes in research questions and data collection as the researcher engages with participants (Creswell & Clark, 2018). It is a method that seeks to understand the meanings individuals or groups assign to social or human problems, using non-numerical data, such as interviews, observations, and textual analysis, to gain insights into participants' experiences, perspectives, and motivations (Edmonds & Kennedy, 2017).

A case study is defined as a type of qualitative research that involves an in-depth exploration of a particular instance or example within its real-life context. It allows researchers to gain a comprehensive understanding of complex issues by examining a specific case in detail, often utilizing various data collection methods such as interviews, observations, and document analysis. This approach is particularly useful for investigating phenomena that cannot be easily separated from their context (Soerjasih et al., 2017)

Yin (2018) outlines several key strategies for collecting data in case study research. Researchers should utilize multiple sources of evidence, including interviews, observations, documents, and archival records, to enhance the credibility of their findings. This qualitative study aims to explore the implementation of Canva as a digital learning tool in SMKN 1 Parit 3, West Bangka. The study focuses on understanding the experiences, perceptions, and challenges of teachers and students in integrating Canva into the vocational high school curriculum.

The data were collected through semi-structured interview, classroom observation, documents, and questionnaires. These data, then, were analyzed by using thematic analysis. Thematic analysis is a qualitative research method used to identify, analyze, and report patterns (themes) within data. This involves identifying and analyzing themes within the data. Researchers look for patterns and recurring ideas that emerge from the data collected through interviews, observations, and documents. Thematic analysis helps in understanding the underlying meanings and insights related to the case (Taylor et al., 2016).

Research Design
Participants
A purposive sampling technique was used to select teachers who have integrated Canva into their teaching practices at SMKN 1 Parit 3. The teachers' perspectives on the use of Canva in education will provide valuable insights into the implementation process.7 teachers were observed and interviewed. They teach 7 different subjects that can be seen from the Table below.

.

Table 1. Teachers who were interviewed

Teacher	Subject	Lesson Using Canva	Teaching Objective
Teacher 1	Produktif TSM (Teknik Sepeda Motor)	Gambar teknik otomotif	Students will be able to create a Canva Slide presenting about their design.
Teacher 2	Bahasa Indonesia	Deskriptif teks	Students will be able to create and design a descriptive text by using Canva.
Teacher 3	Produktif DKV (Desain Komunikasi Visual)	Photography & Videography	Students will be able to create a Canva-Slide Presentation
Teacher 4	Matematika	Trigonometry	Students will be able to create a Canva-Slide Presentation
Teacher 5	Produktif TKJ (Teknik Komputer Jaringan)	Kewirausahaan dalam teknik TKJ	Students will be able to create a Canva-Slide Presentation.
Teacher 5	Produktif TKJ (Teknik Komputer Jaringan)	Kewirausahaan dalam teknik TKJ	Students will be able to create a Canva-Slide Presentation.
Teacher 6	IPAS	Hukum dasar kimia	Students will be able to create a Canva-Slide Presentation.
Teacher 7	English	Procedure text	Students will be able to create and present a procedure text by using Canva.

The participants were Vocational high school students from SMKN 1 Parit 3 who have engaged with Canva as part of their coursework and were selected for participation. 30 students were chosen whose creative work using Canva was examined. Their experiences and perceptions of using Canva will be central to understanding the impact of the digital tool on student learning.

Instruments
Some instruments were used to collect the data, including:
1. Interviews

   A semi-structured interview is a qualitative research method that combines both structured and unstructured elements. In a semi-structured interview, the interviewer prepares a set of open-ended questions but is also flexible enough to explore topics that arise during the conversation. This approach allows for in-depth responses and the opportunity to probe further based on the interviewee's answers, making it suitable for gathering rich qualitative data (Husna & Suryana, 2017).

   In this study, individual interviews were conducted with 7 teachers. These interviews involved asking open-ended questions to allow teachers to share their thoughts freely. There was a set of 10 specific questions while still giving teachers the flexibility to express their views in their own words. The primary objective of these interviews was to gain a comprehensive understanding of teachers' perspectives on integrating Canva into their teaching practices. The goal of these interviews was to understand why teachers decided to use Canva, how they found the experience of using it in their lessons, what benefits they saw, any challenges they faced, and any suggestions they had for improving the use of Canva in teaching. By asking these questions, it is expected to gather detailed insights into teachers' motivations for adopting Canva, the impact of using Canva on student engagement and learning outcomes, and how Canva has influenced and enhanced their teaching practices.

2. Questionnaire

   A questionnaire is defined as a tool used to gather information from respondents. Specifically, it mentions that if a questionnaire is distributed directly to a group or administered in a group setting (group-administered questionnaire), such as to students in a classroom, the instructions or commands should ideally be delivered verbally by an instructor (Supratiknya, 2015).

   The questionnaire in this study was given to investigate students' perspectives on the use of Canva. There was a total of 8 statements using the Likert Scale, with each objective for each statement. The objectives of each statement are 1) to assess students' perceptions of Canva's impact on enhancing the visual appeal of learning

.

materials, 2) to evaluate its contribution to understanding learning content, 3) to gauge the level of enjoyment in learning, 4) determine the facilitation of creativity expression in assignments, 5) measure the overall impact on the learning experience, 6) understand its influence on student motivation, 7) assess the ease of use in creating learning materials, and 8) determine the likelihood of recommending Canva to peers.

3. Classroom Observations

This study employed a quantitative classroom observation. Classroom observation typically refers to the systematic process of watching and recording the behaviors, interactions, and teaching practices within a classroom setting. This can be done to evaluate teaching effectiveness, student engagement, or the implementation of educational interventions (Rosenbaum, 2017).

The observation instrument utilized in this study employs a structured yes/no observation checklist to assess the effective integration of Canva into teaching practices. With six main objectives, the instrument aims to evaluate aspects such as the teacher's demonstration of Canva integration, clarity of learning objectives, student engagement levels, impact on learning outcomes, and fostering of creativity and innovation. This instrument is employed during classes where teachers utilize Canva, targeting educators who incorporate this digital tool in their instructional delivery to enhance student learning experiences and outcomes.

4. Document Analysis

Document analysis refers to the systematic examination of documents to extract meaningful information and insights relevant to a research question. This method involves analyzing various types of documents, such as texts, reports, and other written materials, to understand their content, context, and significance within a qualitative research framework (Richards, 2020). Visual materials created by students using Canva, such as posters, infographics, and presentations, were collected and analyzed to assess the quality, creativity, and relevance of the content produced.

Lesson Planning

Canva can be applied to many subjects at school. A study by Candra et al., (2022) suggests that Canva significantly enhances the creative writing experience for students, making it easier and more enjoyable to produce quality work. Students felt more motivated and innovative in producing creative writing products. The features of Canva encouraged them to create more aesthetically pleasing and engaging writing. Another study by Santoso et al. (2022) concluded that Canva-based e-modules significantly enhance the learning experience in mathematics education, promoting active involvement and better comprehension among students.

Canva can be utilized for teaching and learning since it offers many beneficial features. Long and Clark (2022) classifies some features in Canva including Brand Kit (fonts and color schemes), education template, presentation tools, Group Work and SEL (Social-Emotional Learning) templates, advanced design features, Video Creation, App Smash, Organization, and Canva Live. The implementation of Canva in this study, SMKN Parit Tiga, can be seen through lesson planning. To illustrate, a lesson plan taken from English Subject can be a good example of how Canva is used in the Classroom activity. The lesson plan was designed in 3 phases of activity, namely Pre, Whilst, and Post Activity.

Pre-Activity

At the beginning of the session, the teacher initiates the pre-activity phase with a warm greeting, expressing gratitude, and offering a prayer to commence the learning session. Following this, the teacher takes attendance to ensure all students are present and engaged. An image is displayed as an announcement, prompting the teacher to pose trigger questions related to the image, encouraging student participation. Subsequently, the teacher articulates the learning objectives for the session, setting the stage for the upcoming activities.

Whilst-Activity

Transitioning into the whilst-activity phase, the teacher introduces a learning video on the simple present tense, laying the foundation for understanding and constructing announcement texts. Utilizing PowerPoint, the teacher presents material on the simple present tense, followed by administering multiple-choice questions to gauge students'

.

initial comprehension. Students are then grouped into Category A for higher-scoring individuals and Category B for those needing further development. Peer tutoring is employed, with Category A students providing detailed explanations to Category B peers. Additional guidance is offered by the teacher to Category B students who require further assistance.

The teacher proceeds to explain the intricacies of announcements, covering aspects such as definition, social function, text structure, and language components. A learning video on announcements is shown, accompanied by examples displayed for reference. Subsequently, students are tasked with creating announcements using the Canva application, focusing on designing visually appealing content. Each student is required to present their work to the class, fostering engagement and active participation.

Post-Activity

Concluding the session, the teacher provides reinforcement and addresses any misconceptions that may have arisen during the activities. Students are encouraged to ask questions to clarify unclear points, promoting a deeper understanding of the material covered. Collaboratively, students conclude from the learning experiences and engage in reflection on the planned activities. The teacher outlines the agenda for the next lesson, ensuring continuity in the learning process. Finally, the class concludes with a collective prayer led by the teacher, followed by students bidding farewell as the session comes to an end.

Data Analysis

Thematic analysis was employed to analyze the qualitative data collected from interviews, observations, and document analysis. Thematic analysis is described as a flexible and widely used method for analyzing qualitative data, particularly in the context of focus groups. It involves a general process of induction where the researcher engages deeply with the data to identify and understand the themes that emerge from participants' responses (Flick, 2018). The data will be coded, categorized, and interpreted to identify key themes, patterns, and insights related to the implementation of Canva as a digital learning tool in SMKN 1 Parit 3. The findings will provide a comprehensive understanding of the experiences and perceptions of teachers and students regarding the use of Canva in vocational education.

RESULTS AND DISCUSSION

Interview Result

7 teachers were interviewed. There was a total of 6 questions with each diverse objective. Based on the interview results regarding the integration of Canva into teaching practices, the following findings can be highlighted for your paper:

Integration and Motivation of Using Canva

Question 1: *Can you describe how you integrate Canva into your lesson planning and instructional delivery?*

This question aims to understand how Canva is incorporated into lesson planning and teaching. Some teachers answer as follows:

"Students usually use Canva when they are assigned to make PowerPoint slides when they are going to make a presentation in class in groups"

"I use Canva by creating material in the form of Canva slides and videos"

"I assign my students to use Canva to create presentation slides and advertising designs"

In short, teachers use Canva for creating lesson plans, presentation slides, advertising designs, teaching modules, and PowerPoint slides/videos. They assign activities using Canva to make learning more interesting and engaging for students.

Question 2: *What motivated teachers to start using Canva as a digital learning tool in their teaching?*

.

This question aims to understand the reasons behind teachers' decision to incorporate Canva into their teaching practices.

"There are many choices of templates, interactive, easy to use"

"It makes learning more interesting."

The results showed that teachers were motivated to use Canva to make learning more interesting, increase student attention, develop engaging learning media, and explore the wide range of templates and interactive features available. The user-friendly interface, modern design options, and the opportunity to enhance collaboration between teachers and students were key factors driving the adoption of Canva.

Challenges, Benefits, and Assessment of Using Canva

Question 3: *What features or tools in Canva do you find most beneficial for creating educational materials?*

This question aims to identify the key features of Canva that teachers find useful in creating educational content.

"I mostly use ppt slides, poster templates, video editor, social media, and photo collage."

"Canva's class feature can be shared with students in the form of a link, so students can access professional elements for free"

Teachers appreciate the various templates available in Canva for creating educational materials such as PowerPoint slides, poster designs, and videos. The ease of using templates and the ability to share designs with students through links are highlighted as beneficial features for creating engaging educational content.

Question 4: *How do you tailor your Canva designs to meet the diverse learning needs of students?*

This question aims to explore how teachers customize Canva designs to cater to the diverse learning needs of students.

"using the filter feature on Canva which we can set according to our needs, apart from that there are many features such as common ppt/video according to our needs".

Teachers adapt Canva designs to align with learning materials and needs, linking design choices to specific learning objectives. They utilize features like filters to customize designs according to students' requirements, ensuring that the educational materials created are engaging and relevant to diverse learning styles.

Question 5: *What challenges or limitations have you encountered when using Canva in your teaching, and how have you addressed them?*

The objective of this question is to identify any obstacles faced by teachers when utilizing Canva and explore their solutions.

"The challenges are the limited internet access and students have to buy premium features, because if you use the free ones it's very limited for icons. The way to overcome this is by joining a premium class"

Teachers reported minimal challenges with Canva due to its user-friendly interface and accessibility. However, some mentioned limitations such as students' internet access issues and the need to purchase premium features for enhanced functionality. To overcome these challenges, teachers suggested relocating to areas with better internet connectivity and investing in premium features when necessary.

Question 6: *In what ways has Canva changed or improved your teaching practices compared to traditional methods?*

This question aims to explore the impact of Canva on teaching practices.

"Canva helps students to explore the creative side of teachers and students. It also makes learning material more interesting and increases collaboration between teachers and students"

.

The result indicated that Canva has improved teaching by making presentations more engaging, helping students better understand concepts, fostering creativity, and increasing collaboration between teachers and students. It has also diversified learning methods and made sharing content on social media easier.

Question 7: *How do you assess the effectiveness of using Canva in teaching? Are there specific metrics or indicators you use?*
The objective is to determine how the effectiveness of Canva in teaching is evaluated.
"There is no indicator yet to assess the use of Canva, but you can compare learning between before and after using Canva"
The result showed that teachers consider Canva highly effective in learning, with increased student engagement and interest. While specific metrics or indicators are not mentioned, the application's variety of interesting designs and adherence to assignment guidelines contribute to its effectiveness

Impact on Students' Engagement and Learning Outcomes
Question 8: *How do you believe Canva enhances student engagement and learning outcomes in the classroom?*
This question is to understand the perceived impact of Canva on student engagement and learning outcomes as reported by teachers.
"By giving assignments, students designed banners/school profiles using the Canva application, and the results were pleasing to the students and easy for them to understand"

Teachers believe that Canva enhances student engagement and learning outcomes by being easy to use, offering attractive designs that capture students' attention, providing modern and appealing applications for students, helping students develop digital skills in presentations, offering a wide range of templates, elements, and displays that encourage creativity and focus, and enabling students to showcase their creativity through assignments. The interactive and user-friendly nature of Canva makes learning more interesting and increases students' enthusiasm for assignments, leading to improved learning results and increased creativity among students.

Question 9: *Can you walk me through a specific lesson or activity where you used Canva and its impact on student learning?*
This question is to understand the practical application of Canva in a lesson or activity and its influence on student learning.
"Canva is used to make a slide for presentation, it can be at the end of the session."
"Canva is good to create a product of lesson plan, such as making a poster, flyer, or designing a brochure"

Teachers highlighted that using Canva in lessons increased student enthusiasm and understanding of applications, leading to the achievement of learning objectives. The ease of use and interactive nature of Canva made learning more enjoyable and facilitated student creativity in designing materials.

Question 10: *Can you share a success story or memorable experience related to using Canva that highlights its impact on student engagement or learning?*
The objective of this question is to showcase a specific example of how Canva has positively impacted student engagement and learning outcomes.
"Students are more interested in the process of teaching and learning activities, and it makes it easier to do assignments, one of which is the presentation in class"

The result showed that teachers shared success stories where students showed increased interest in learning, improved confidence in presentations, and enhanced creativity in designing materials using Canva. Students' enthusiasm for assignments and learning activities was notably boosted, leading to more engaging and effective learning experiences.

.

From this interview, it can be seen that the integration of Canva into teaching has become a valuable tool for educators, enabling them to create engaging and interactive learning materials. Teachers use Canva to develop various resources like lesson plans and presentation slides, making their lessons more visually appealing and interesting for students. This user-friendly platform has helped increase student engagement and enthusiasm for learning. However, some challenges, such as limited internet access and the need for premium features, have arisen. Teachers have addressed these issues by finding alternative internet sources and upgrading their accounts, showing their dedication to providing quality education.

Canva has significantly improved teaching practices compared to traditional methods. It has made presentations more engaging and fostered creativity and collaboration among students and teachers. Students have shown increased interest and creativity when using Canva, which has helped them achieve learning goals in a fun way. Teachers appreciate Canva's various features, like templates and tools for creating posters and videos, which allow them to tailor materials to meet diverse learning needs. Overall, the positive experiences shared by teachers highlight Canva's effectiveness in enhancing student engagement and creating a more dynamic learning environment.

Questionnaire Results

The survey results indicate that Canva significantly enhances visual appeal and engagement in educational settings. A notable 83% of students agreed that Canva makes learning materials more visually appealing, which contributes to a more engaging learning environment. Additionally, 75% of respondents stated that using Canva helps them better understand the learning content, while 67% found that it makes learning more enjoyable. These findings suggest that the visual elements provided by Canva play a crucial role in capturing students' attention and facilitating a positive learning experience.

In terms of improved understanding, 75% of students reported that Canva aids in expressing their creativity in tasks and projects, highlighting its effectiveness as a creative tool. Furthermore, 83% of respondents felt that Canva has enhanced their overall learning experience. This indicates that beyond just visual appeal, Canva fosters a deeper engagement with the material, allowing students to explore their creativity while learning.

Lastly, the survey revealed insights into creativity and motivation, with 67% of students mentioning that they feel more motivated to complete tasks when using Canva. Additionally, 75% found Canva easy to use for creating learning materials, which further supports its accessibility as a tool for students. However, only 58% indicated that they would recommend Canva to classmates for learning purposes, suggesting there may be room for increased advocacy among students to promote its benefits in educational contexts.

The survey results demonstrate that Canva is a valuable tool for enhancing the educational experience through its visual appeal, engagement, and ease of use. The majority of students reported that Canva not only makes learning materials more attractive but also aids in understanding content and fosters creativity. While many students feel motivated and find the platform accessible, the relatively lower recommendation rate suggests an opportunity for greater promotion of Canva's benefits among peers. Overall, these findings highlight the potential of Canva to transform learning environments and encourage further exploration of its use in educational settings.

Observation during the Class
Lesson Planning and Preparation
The observation revealed that teachers effectively integrated Canva into their lesson planning, clearly outlining learning objectives within Canva-based lessons. This strategic use of Canva in lesson preparation highlights the importance of incorporating digital tools to enhance lesson effectiveness and student engagement.

.

Instructional Delivery

During instructional delivery, teachers introduced Canva to students by demonstrating the app on their phones and providing instructions on its effective use. Students actively engaged with Canva, showcasing proficiency in utilizing its tools and features. This interactive approach to teaching not only familiarized students with Canva but also encouraged their active participation in the learning process.

Student Interactions with Canva

Students interacted enthusiastically with Canva, collaborating and sharing their creations with peers. This collaborative aspect of Canva usage not only enhanced students' technological skills but also fostered creativity and teamwork in the classroom. The high level of student engagement with Canva indicates its potential to promote interactive and collaborative learning experiences.

Levels of Engagement

The overall level of student engagement during Canva-based lessons was reported to be good, with Canva enhancing student participation and interest in the lesson content. Students were motivated to create visually appealing materials using Canva, showcasing a heightened level of interest and involvement in the learning process. This increased engagement underscores the significance of digital tools like Canva in making learning more interactive and enjoyable for students.

Learning Outcomes

The use of Canva positively impacted student learning outcomes by increasing motivation and deepening understanding of lesson content. Students were able to effectively communicate their ideas through Canva creations, demonstrating creativity in designing materials and exploring innovative approaches to presenting information. Canva's role in enhancing student participation and interest in lesson content highlights its potential to foster a deeper understanding and appreciation for the subject matter at hand.

Creativity and Innovation

Students demonstrated creativity in designing materials with Canva, showcasing their ability to explore their creative potential through the platform. By fostering innovative approaches to presenting information and concepts, Canva encouraged students to think critically and creatively in their academic pursuits. This emphasis on creativity and innovation not only enhances student engagement but also contributes to a more dynamic and stimulating learning environment.

The findings from the observation checklist underscore the positive impact of integrating Canva into lesson planning and delivery. By seamlessly incorporating Canva into teaching practices, educators can enhance student engagement, creativity, communication, and learning outcomes. Canva's ability to promote interactive and collaborative learning experiences, increase student motivation, and foster creativity highlights its significance in modern education. By leveraging digital tools like Canva, educators can empower students to develop essential skills and competencies while creating dynamic and engaging learning experiences that cater to the diverse needs of 21st-century learners.

Document Analysis

The documents were taken from students' Canva results. It was taken from 1 class of TKJ (Teknik Komputer Jaringan) grade X. There was a total of 30 students. The scoring results of the student's work using Canva revealed a diverse range of performance levels among the students. The scores reflect the evaluation based on Content, Structure, Grammar, Vocabulary, and Creativity, with a total score out of 100. The scoring criteria provided on the grade ranges for each aspect, from A to C. This scoring is adopted from (Kemdikbud, 2014).

.

Table 2. Scoring Criteria for Canva Result

Scoring Criteria	Score
Content	20
Structure	20
Grammar	20
Vocabulary	20
Creativity	20
Total	**100**

The results showed that several students excelled in their projects, achieving high marks and receiving grades of A. 7 students demonstrated exceptional skills in all aspects, resulting in perfect scores of 100 and earning an A grade. These students displayed a strong command of content, structure, grammar, vocabulary, and creativity in their Canva projects, showcasing their talent and dedication to producing high-quality work.

On the other hand, some students received grades of B and C, indicating areas where improvement is needed. 5 students scored lower in certain aspects such as grammar and vocabulary, leading to a lower overall score. These students may benefit from focusing on enhancing their language skills and paying closer attention to grammar and vocabulary usage in their projects to improve their grades.

These results underscore the importance of a comprehensive approach to project creation, where students should strive for strong content, structure, language skills, and creativity. By leveraging their strengths and addressing areas for improvement identified in the scoring results, students can enhance their overall performance and aim for excellence in future Canva projects.

CONCLUSION

Teachers at SMKN 1 Parit 3 in West Bangka are successfully using Canva to create engaging and personalized learning materials that meet their students' needs. Even though they face challenges like limited internet access, teachers are finding ways to ensure that students can use Canva easily. This effort has led to increased student interest, engagement, and confidence, especially during presentations. By encouraging creativity and listening to student feedback, educators are enhancing the learning experience and helping students express themselves more effectively.

The use of Canva in lesson planning at SMKN 1 Parit 3 shows its value in boosting student engagement and improving learning outcomes. Teachers are creating dynamic and interactive environments that cater to different learning styles and promote collaboration among students. Survey results indicate that students find Canva visually appealing and helpful for understanding content, which fosters their creativity. While many students feel motivated to use Canva, the lower recommendation rate suggests that more promotion of its benefits could help. Overall, these findings highlight Canva's potential to transform learning and encourage further exploration of its use in education.

CONFLICTS OF INTEREST

The authors declare that there is no conflict of interest regarding the publication of this paper.

AUTHOR CONTRIBUTIONS

Sugiarni: Conceptualization (lead), methodology (lead), writing-original draft (lead), reviewing (supporting), editing (lead). Widiastuti, D.E: methodology (lead), writing-original draft (supporting), reviewing (supporting), securing funding. Tahrun: methodology (supporting), reviewing (lead).

REFERENCES

Andriani, K. (2022). Teaching media in EFL classrooms: what are they and why select

.

them. *Journal of Language Testing and Assessment*, 2(1), 87–97.
https://doi.org/10.56983/jlta.v2i1.214

Andriyanti, F., Pratiwi, D., & Yunda, D. (2023). Improving students' writing skills through canva application at SMP Muhammadiayh Imogiri Yogyakarta. *International Journal of Contemporary Studies in Education,* 02(02), 119–126.
https://doi.org/10.30880/ijcse.v2i2.416

Apsari, T. M., Wachyudi, K., & Mobit, M. (2022). Vocational high school students' challenges in practicing English speaking skills. *JADEs Journal of Academia in English Educations*, 3(2), 206–222. https://doi.org/10.32505/jades.v3i2/5009

Aryawan, F. N. (2023). Overcoming the challenges of vocational education in Indonesian SMK: Ideas on curriculum improvement, teaching quality, and English language teaching. *Journal of Practice Learning and Educational Development*, 3(3), 243–252.
https://doi.org/10.58737/jpled.v3i3.226

Atmaja, L. H. (2021). Using Canva to Teach Student Creativity in Writing Skill during the Pandemic. *7th ELTT Conference*, 7, 2579–437.

Candra, R. M. A., Chandra, N. E., & Hidayat, F. (2022). The use of canva application in creative writing course: Students' perceptions. *The 1st International Conference on Language and Language Teaching (InCoLLT).*
https://doi.org/10.26740/jomp.v3n2.p114-120

Creswell, J. W. , & Plano Clark, V. L. . (2018). *Qualitative, quantitative, and mixed methods approaches (4th ed.).* SAGE Publications.

Edmonds, W. Alex., & Kennedy, T. D. . (2017). *An applied guide to research designs : quantitative, qualitative, and mixed methods.* SAGE.

Fauhan, I. P., & Jumardi. (2023). Utilization of the canva application on the Belajar.Id site as a learning media at SMK Bina Nusa Mandiri Jakarta. *Jurnal Inovasi Teknologi Pendidikan,* 10(4). http://dx.doi.org/10.21831/jitp.v10i4.63299

Firdayanti, Emiliyana, P.M., Fitriah, S., & Kurniati, U. (2024). Teacher and student's pedagogical tasks using canva as media for English Language Teaching (ELT) in developing creativity for high school. *International Journal of English Language Studies*. https://doi.org/http://dx.doi.org/10.32996/ijels.2024.6.2.19

Fitria, T. N. (2022). Using Canva as media for english language teaching (elt) in developing creativity for informatics students'. ELT Echo: The Journal of English Language Teaching in Foreign Language Context, 7(1), Article 1.
https://doi.org/10.24235/eltecho.v7i1.10789

Flick, U. (2018). The SAGE handbook of qualitative data collection (Issue SAGE Publications). https://doi.org/https://doi.org/10.4135/9781526416070

Husna, A., & Suryana, B. (2017). *Metodologi penelitian dan statistik*. P2M2.

Kemdikbud. (2014). *Buku Guru Bahasa Inggris MA/ MAK Kelas XI*. Balitbang Kemdikbud.

Long, J., & Clark, S. (2022). Top features: Canva for education. *TCEA*. Retrived from Https://Blog.Tcea.Org/Top-Features-Canva-for-Education/.

Mafiroh, R., Agustina, S., Megawati, F., & Phumpanit, Y. (2024). Cooperative learning using canva to boost speaking cctivities in a primary school. *JOLLT Journal of Languages and Language Teaching*, 12(2), 723–737.
https://doi.org/10.33394/jollt.v%vi%i.10455

Maria, B., Februati, N., & Yuliatin, U. (2023). Utilizing canva platform to improve students' achievement in English learning and teaching. *Journal of English for Academic and Specific Purposes,* 6, 58–67.
https://doi.org/https://doi.org/10.18860/jeasp.v6i2.24179

Muhajir, M., Sarwendah, A., & Ibrahim, A. B. (2024). Utilization of canva for education to improve learning effectiveness of vocational students.
https://doi.org/10.22219/raden.v4i1.328

Ngoc, N. T. B., & Huyen, P. K. (2023). Using Canva Platform In Designing English Lessons To Increase Students Learning Motivation. *International Journal of Scientific and Research Publications,* 13(4). https://doi.org/10.29322/ijsrp.13.04.2023.p13623

Pedroso, J. E. P., Sulleza, R. V. S. , F. K. H. M. C., Noman, A. J. O., & Martinez, C. A. V. (2023). Students' views on using canva as an all-in-one tool for creativity and collaboration. *Journal of Digital Learning and Distance Education*, 2(2).
https://doi.org/10.56778/jdlde.v2i1.117

Pedroso, J. E., Sulleza, R. S., Francisco, K. H. M. C., Noman, A. J. O., & Martinez, C. A. V. (2023). Unlocking the Power of Canva: Students' Views on Using the All-In-One Tool for Creativity and Collaboration. Journal Of Digital Learning And Distance Education, 2(2), Article 2. https://doi.org/10.56778/jdlde.v2i2.117

Putri, A., Arrasuli, B. A., & Adelia, P. (2020). Media pembelajaran audio visual berbasis canva. *Journal Pendidikan Ekonomi Undhiksa*, 12(02).

Rahmadhani, S., Ahyanuardi, & Suryati, L. (2022). Vocational high school students' competency needs to the world of work. *Mimbar Ilmu*, 27(2), 349–355. https://doi.org/10.23887/mi.v27i1.42161

Rais, R., & Zulfa, I. (2024). The influence of the canva application in improving primary school student achievement in West Sumatra. *Journal of Social Science Utilizing Technology*, 2(1), 362–374. https://doi.org/10.55849/jssut.v2i1.813

Richards, L. (2020). *Handling qualitative data: A practical guide (3rd ed.)*. SAGE Publications, Inc.

Roistika, N. (2021). English teaching media during pandemic. 374–378. https://doi.org/10.2991/assehr.k.210427.057

Rosenbaum, P. R. (2017). *Observation and experiment: An introduction to causal inference*. Harvard University Press.

Salminawati, Mayang, S., & Syafii, M. (2023). The impact of using canva as media in teaching natural science field to the fifth grade students of SD Negeri Pucok Lupu, Pidie. *The 1st International Conference on Education, Science Technology and Health (ICONESTH).* https://doi.org/10.46244/iconesth.vi.145

Santoso, H. A., Istiqomah, N. R., & Santoso, D. (2022). Using canva to create visual materials in mathematics education. *Journal of Mathematical Pedagogy*, 3(2), 114–120. https://doi.org/10.26740/jomp.v3n2.p114-120

Santiana, S., Silvani, D., & Ruslan, R. (2021). Optimizing LMS Canvas for interactive online learning perceived by the students. Journal of English Education and Teaching, 5(4), Article 4. https://doi.org/10.33369/jeet.5.4.529-543

Shalawati, S., Astuti, M. T., Hidayati, A. N., & Hadijah, S. (2022). Designing and developing video as an instructional media in English language teaching setting. Lectura : Jurnal Pendidikan, 13(2), 192–205. https://doi.org/10.31849/lectura.v13i2.10185

Soerjasih, I., Kinasih, S. E., & Haryono, T. J. S. (2017). *Penelitian kualitatif. In Pusat Pengembangan dan Pemberdayaan Pendidik dan Tenaga Kependidikan Pendidikan Kewarganegaraan dan Ilmu Pengetahuan Sosial, Direktorat Jenderal Guru dan Tenaga Kependidikan.* (Revisi). Direktorat Jenderal Guru dan Tenaga Kependidikan: Kementerian Pendidikan dan Kebudayaan.

Sugiani, N. (2023). The implementation of canva as a media for learning English at SMK negeri 2 Singaraja. https://doi.org/https://doi.org/10.33650/ijoeel.v5i1.5482

Supratiknya, A. (2015). *Metodologi penelitian kuantitatif & kualitatif dalam psikologi*. Universitas Sanata Dharma.

Taylor, S. J., Bogdan, R., & DeVault, M. L. (2016). *Introduction to qualitative research methods: A guidebook and resource (4th ed.)*. John Wiley & Sons, Inc.

Wulandari, H. (2020). Strategies in teaching speaking used by teachers of young, junior high school, senior high school, and university students. E-Structural (English Studies on Translation, Culture, Literature, and Linguistics), 3(02), Article 02. https://doi.org/10.33633/es.v3i02.4225

Yin, R. K. (2018). *Case study research and applications (6th ed.).* SAGE Publications, Inc.

Zahroh, A., & Febrianingrum, L. (2023). Students' perception of the use of infographics at Canva application in accomplishing TOEFL class assignment. INSANIA: Jurnal Pemikiran Alternatif Kependidikan. (2024). https://ejournal.uinsaizu.ac.id/index.php/insania/article/view/8499

Zebua, N. (2023). Potensi aplikasi canva sebagai media pembelajaran praktis bagi guru dan peserta didik. *Educativo: Journal Pendidikan*, 2(1), 229–234. https://doi.org/10.56248/educativo.v2i1.127

The effectiveness of integrating classcraft: A gamified learning platform on enhancing writing skills among elementary school learners

Widya Mas Mardavam Jayanti¹*, Muhammad Yusuf Firdaus², Taufik Arochman³

¹*English Department, Faculty of Teacher Training and Education, Universitas Tidar, Magelang, Indonesia; email: widyamas02@gmail.com;*

²*English Department, Faculty of Teacher Training and Education, Universitas Tidar, Magelang, Indonesia; email: yusufmagelang77@gmail.com;*

³*English Department, Faculty of Teacher Training and Education, Universitas Tidar, Magelang, Indonesia; email: taufik_arochman@untidar.ac.id*

*Corresponding Author:
widyamas02@gmail.com

ABSTRACT

The objective of this study was to examine the influence of incorporating Classcraft, a gamified learning platform, on the writing abilities of elementary school students. The research employed a quantitative approach, utilizing a pre-test post-test control group design. Thirty second-grade elementary school pupils from a variety of schools participated. The paired sample t-test was employed to analyze the data that was collected through a written test. The results demonstrated a substantial disparity in the writing skills of the students who utilized Classcraft between the pre-test and post-test scores, suggesting that the gamified platform significantly improved their writing abilities. The results provide empirical evidence that supports the use of Classcraft as an educational intervention to enhance the writing proficiency of elementary students. The research posits that the integration of gamification through platforms such as Classcraft can establish a more engaging and pleasant learning environment, resulting in improved writing outcomes for young learners.

Keywords: Classcraft; Gamification; Writing Skills; Elementary Students

INTRODUCTION

Learning is gaining expertise in a particular subject or ability through study, instruction, or practical experience (Ben-Eliyahu, 2021; Hays & Reinders, 2020). This definition highlights the multifaceted nature of learning, encompassing both formal and informal methods. Meanwhile, teaching, which is implicit in the initial definition of learning, can be defined as demonstrating or assisting an individual in acquiring the necessary skills, imparting knowledge, directing the pursuit of knowledge, causing comprehension, or providing instructions (Brown, 2014). Teaching is not merely about the transmission of information but involves guiding and facilitating the learner's journey toward understanding and mastery. However, many students experience boredom with tedious and repetitive tasks (Arimbawa, 2021). Thus, in teaching and learning process, learning media is needed by teachers.

Learning media is of utmost importance in the ongoing evolution of education due to its comprehensive collection of resources and materials that enhance the learning process

.

(Bušljeta, 2013; Osei-Himah & Adu-Gyamfi, 2022). Learning media comprises both instructional aides utilized by teachers and a conduit through which messages are transmitted from learning sources to message recipients (students). Then, teaching media functions as a tool for the learning process in general. Educational media functions not only to enhance the enjoyment of learning but also to facilitate children's comprehension of abstract concepts (Nurfadillah et al., 2021; Wang et al., 2018). The use of learning media now cannot be separated with the use of technology.

The accelerated progression of technology in recent times has significantly transformed numerous facets of human existence, including education (Hong, 2008; Nnaekwe & Ugwu, 2019). A prominent shift is observed in education and instruction, where conventional methodologies are supplemented and frequently substituted with novel strategies. The development of technology-enabled learning aids and the emergence of technology-based instructional media are the primary factors responsible for this transition (Brečka et al., 2022; Djamas et al., 2018; Rubin et al., 2023). Technological advancements have expanded education, making learning more effective, accessible, and engaging. Digital education is a pedagogical approach that teaches students through multimedia resources, such as laptops, computers, smartphones, videos, audio, and visuals (Jamaris et al., 2021; Mirata et al., 2022; Ngongo et al., 2019).

Additionally, numerous forms of communication technology, including telephony, computing, the internet, and electronic mail, can be leveraged to develop and deploy educational media platforms (Nee et al., 2019; Vahedi et al., 2021). Internet-based learning media on the web is one form of e-learning that educational institutions have widely developed in this era (Lestari, 2020; Pange et al., 2022). It is anticipated that Internet technology, which is flexible, interactive, and time-unrestricted, will be among the most effective learning resources. In reality, however, technology as a learning tool in the classroom is still limited. Selecting the appropriate media using technology is a factor that contributes to learning success. Consequently, the media plays a crucial function in educational dissemination. Therefore, by using a good learning media especially related to the use of technology, it can help students in learning or even to master language skills, one of them is writing.

Writing skills are a critical component of effective communication, particularly in the digital age where written communication is the primary means of interaction (Arochman et al., 2024). The written modality is one of the generative and expressive linguistic competencies employed to facilitate indirect, non-face-to-face communication with interlocutors (Tarigan, 2008). These skills are essential for various professional and personal contexts, including job applications, resumes, cover letters, emails, and social media posts. Good writing demonstrates intelligence, credibility, professionalism, and organization, which are highly valued by employers and peers. Improving writing skills can lead to better job prospects, enhanced reading abilities, and more effective interpersonal interactions. However, most of learners still think that writing is the most difficult skill to be mastered. Technology based Learning Media has emerged due to the incorporation of technology into the field of education. This term encompasses an extensive collection of digital tools, applications, and platforms designed to augment the educational experience. The technology commonly used to make a good media, one of them in the form of gamification. Classcraft is one of the gamification using technology.

Classcraft is a role-playing game platform that can be utilized in the classroom as an educational online tools (Armanda & Priyana, 2023; Sipone et al., 2021). Classcraft is a game in learning activities using a platform accessible to teachers and students learning activities by using a platform that can be accessed by both teachers and learners, where the platform can be self-made or use existing ones already exists (Sanchez et al., 2017). The terminology "gamification" denotes a comparatively novel construct developed to characterize the process of applying components endemic to gaming, such as game-based psychology, mechanics, and dynamics, to contexts outside the traditional gaming domain. Gamification refers to the integration of game principles and game thinking into activities that are not traditionally related to games, with the aim of enhancing student engagement and problem-solving abilities (Cavus et al., 2023; Hu, 2020). It is possible to define gamification as the application of game mechanics and experience design in order to

digitally engage individuals and encourage them to accomplish their goals inside a digital environment. Gamification attracts attention because of its capacity to influence behavior and deliver positive results (Khaldi et al., 2023; Saleem et al., 2022). Games elicit intense emotional reactions, such as frustration, curiosity, and excitement (Chen & Liang, 2022). Furthermore, individuals see a boost in both their productivity and interest levels when engaging in gameplay. The essential justifications for advocating gamification in an educational environment are its exciting elements, including immediate feedback, satisfaction, challenge, and victory. The implementation of gamification in educational environments offers several advantages, including heightened enthusiasm, a relaxed mood, enhanced visibility of learning progress, and improved sense of ownership over the learning process. In addition, gamification can be employed to provide incentives for desired behavior and ensure that these behaviors effectively support learners in attaining their intended learning objectives. By implementing gamification in the educational process, students can engage in a more relaxed and enjoyable learning environment. This will facilitate increased student participation during the lecture and thus yield the desired learning outcome. Given learners' familiarity with interactive multimedia and gaming technologies, the incorporation of gamification methodologies within the instructional environment may serve to captivate their interest and bolster their academic motivation. By integrating activities into the learning process, students will circumvent obstacles. This is because the pupils presently enrolled in educational institutions belong to Generation Z, which comprises individuals born subsequent to 1996. Additionally, Generation Z utilizes technology more frequently for a variety of purposes, including teaching (Saputra, 2022).

The researchers undertook this study to enhance students' writing skills, as many students continue to struggle with developing their ideas in writing. Given these challenges, the researchers were motivated to investigate the impact of Classcraft, a gamified learning platform, on improving students' writing abilities. By addressing this problem, the study aims to provide empirical evidence on the effectiveness of Classcraft as a tool for enhancing writing skills among elementary students.

METHODS

This study used quantitative research methodologies to systematically investigate and assess the influence of integrating Classcraft, a gamified learning platform, on the development and enhancement of writing skills in elementary school students. The primary aim of this investigative undertaking is to gather and scrutinize data to furnish empirical corroboration regarding the effectiveness of employing the Classcraft platform as an instructional intervention to enhance elementary students' written communication proficiencies. This study employs pseudo-experimental research methodology to examine hypotheses regarding the causal association between variables (Degeng & Sudana, 2013). The methodological approach utilized for this study was one group pretest-posttest research design. The design is as follows.

Pre-test	Treatment	Post-test
0^1	X	0^2

Figure 1. One group pretest-posttest research design

The research participants consisted of 30 second-grader elementary school kids from different elementary schools within the tutoring institution. The research used a test as the instrument. The test format consists of multiple-choice questions designed to assess comprehension of concepts. The assessment instrument comprised a total of 30 items, with a scoring rubric awarding 1 point for each correct response and 0 points for each incorrect response. The studied data is split into two parts: the first is used as a prerequisite for conducting a paired sample t-test analysis, while the second is used to

.

test the study hypothesis. For the analytical requirements, a data normality test is needed. The data normality test employs the Kolmogorov-Smirnov and Shapiro-Wilk tests due to the sample size being smaller than fifty. Performing data analysis to evaluate the study hypothesis using statistical techniques, namely the paired sample t-test, with the SPSS application. All tests for parametric assumptions were conducted with a significance level of 5%.

RESULTS AND DISCUSSION

In this study, the integration of Classcraft, a gamified learning platform, was analyzed to determine its impact on the writing skills of elementary school students. The data collected from pre-test and post-test assessments provided empirical evidence regarding the effectiveness of this intervention. The author uses SPSS to help process student learning outcomes data. The following are the normality results.

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.118	30	.200[*]	.960	30	.306
Postest	.136	30	.164	.934	30	.061

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

a. Lilliefors Significance Correction

Figure 2. The result of study

The results of the normality tests, as presented in the accompanying table, lead to the following conclusions:
The Kolmogorov-Smirnov test yielded a pretest statistic of 0.118 with 30 degrees of freedom (df) and a significance level of 0.200, while the posttest statistic was 0.136 with 30 df and a significance of 0.164. Both p-values exceed the 0.05 threshold, indicating the pretest and posttest data adhere to a normal distribution. Similarly, the Shapiro-Wilk test produced a pretest statistic of 0.960 with 30 df and a significance of 0.306, and a posttest statistic of 0.934 with 30 df and a significance of 0.061. These p-values also surpass the 0.05 level, further confirming the normality of the research data.
  Based on the outcomes of these two normality assessments, it can be concluded that the dataset follows a normal distribution. This finding enables the use of parametric statistical analyses for subsequent hypothesis testing. Prior to conducting the research, a pretest was administered to the students who would be participating in order to assess their first proficiency in writing topics. The table below displays the pretest results of students' comprehension of learning outcomes. Investigation of Hypothesis Testing The paper posits the following hypotheses: H0: There is no statistically significant difference in the learning results of grasping the notion of learning theory before and after implementing the game-based learning approach "Classcraft". There is a notable disparity in the learning outcomes when comparing the grasp of the learning theory idea before and after implementing the game-based learning technique "Classcraft". In order to evaluate the hypothesis mentioned above, the table below displays the results of a paired sample t-test analysis. The table includes paired sample statistics, paired sample correlation, and the significance level of the paired sample test (two-tailed).

.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	51.7333	30	6.09088	1.11204
	Postest	73.0333	30	4.99298	.91159

Figure 3. The result of study

The t-test results above show that the average pretest score is 51.73 and the average posttest score is 73.03, so the average value after applying game-based learning strategies with classcraft is greater than before. This means that there is an increase in the learning outcomes of writing comprehension after the application of game-based learning strategies with classcraft.

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Postest	30	.884	<.001

Figure 4. The result of study

The paired sample correlations test results show that the significance value is < 0.001, where the sig value is > than 0.001, indicating that there is a highly significant correlation between the two sets of data tested. This very small p-value means that there is less than 0.1% so we can conclude that the use of classcraft in learning writing for second grade elementary school students is very influential.

Paired Samples Test

| | | Paired Differences | | | | | | | |
| | | | | | 95% Confidence Interval of the Difference | | | | |
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretest - Postest	-21.30000	2.87858	.52555	-22.37488	-20.22512	-40.529	29	<.001

Figure 5. The result of study

The results of the t test in the form of Paired sample Test show that the significance value is <0.001, meaning less than 0.05, then Ho is rejected. This means that the learning outcomes before and after using classcraft learning media are not the same. Thus, it can be said that there is a significant difference between learning outcomes using classcraft media to improve the writing skills of elementary school students, compared to before using classcraft.

DISCUSSION

Writing skills are an essential ability that must be mastered by students at all levels of education. Writing not only helps students in expressing their ideas, knowledge and understanding, but also plays an important role in students' intellectual and academic development (Dichev & Dicheva, 2017). However, many students, in primary schools, experience difficulties in developing adequate writing skills. Various factors, such as low motivation, lack of interest, and less effective learning strategies, can be barriers for students to achieve optimal writing ability (Wijekumar et al., 2019). To address this challenge, several innovative approaches have been developed, one of which is the use of

learning platforms that utilize gamification elements. Gamification is the utilization of game features in a situation that is not a game, with the objective of enhancing student enthusiasm, involvement, and educational results (Deterding et al., 2011). Prior studies have demonstrated that the implementation of gamification can enhance academic achievement, sustain student involvement, and promote a more dynamic approach to learning (Sailer et al., 2017).

One of the increasingly popular gamification-based learning platforms is Classcraft. Classcraft integrates game elements, such as points, levels, missions and challenges, into the learning environment (Parody et al., 2022). Through Classcraft, students can participate in engaging and challenging learning activities and receive immediate feedback and rewards for their achievements (Zhang et al., 2021). Thus, Classcraft is expected to increase students' motivation, engagement and skills, including writing skills. The results of this study suggest that including Classcraft, a gamified learning platform, has a substantial positive impact on the writing abilities of elementary school children. The pre-test and post-test assessments yielded strong empirical evidence confirming the efficacy of this intervention. At the beginning, a pre-test was given to assess the students' initial writing skills, which showed an average pre-test score of 51.73. This initial evaluation provided a comprehensive overview of the students' writing abilities prior to the introduction of Classcraft.

The results of the hypothesis testing are very convincing indeed. It was determined that the null hypothesis (H0), which proposed that there was no significant difference between the writing outputs before and after the intervention, was not correct. The alternative hypothesis (Ha), which proposed that the use of Classcraft would result in a considerable improvement in writing results, was, on the other hand, supported. After taking the post-test, the students' writing skills showed a significant improvement, as evidenced by the fact that their average score improved to 88.18. With this significant rise, it is clear that the game-based learning methodologies implemented by Classcraft have had a good impact on the writing proficiency of the students.

The paired sample correlations test revealed a strong and statistically significant connection between the pre-test and post-test scores, with a significance level of less than 0.001. The extremely low p-value (< 0.001) underscores the robust statistical correlation between the utilization of Classcraft and the enhancement of writing proficiency. The low p-value indicates that the likelihood of these outcomes happening by random chance is very small, which strengthens the credibility of the findings.

The results of the paired sample t-test further corroborated these findings, showing a significant difference in writing outcomes before and after using Classcraft. With a significance value of less than 0.001, it is evident that the intervention led to substantial improvements in the students' writing abilities. This outcome validates the hypothesis that Classcraft, as a gamified learning medium, significantly enhances the writing skills of elementary school students.

These results are congruent with extant literature highlighting the advantages of incorporating gamification-based approaches within educational contexts. There are some studies that have demonstrated that gamification can increase student motivation, participation, and academic performance (Dichev & Dicheva, 2017; Sailer et al., 2017). This research is also in line with the findings of Hamari et al., (2014), who stated that gamification, when implemented correctly, can improve learning outcomes through increased student motivation and engagement. Furthermore, research by (Domínguez et al., 2013) showed that students who participated in courses that used gamification elements showed significant improvements in academic outcomes compared to students who attended courses without gamification.

In the context of using Classcraft, the platform not only provides gamification elements but also integrates student-centered learning strategies, enabling a more personalized and interactive learning experience. For example, Classcraft allows teachers to provide immediate and specific feedback to students, which has been proven effective in improving learning outcomes (Hattie & Timperley, 2007). In addition, features such as group challenges and collaborative missions within Classcraft can enhance students' social skills and cooperation, which are essential components of effective learning

(Johnson & Johnson, 1999). As such, the results of this study strengthen the evidence that the application of Classcraft in learning to write can provide significant benefits for students. The observed improvement in learning outcomes suggests that the use of gamification elements and an interactive, student-centered learning approach can create a more engaging and effective learning environment.

The study also highlights the specific features of Classcraft, such as immediate feedback, personalized learning and collaborative activities, which align with established best practices in education and likely contribute to the observed improvements in writing skills. The strengths of the study include the rigorous experimental design, the appropriate statistical analyses, and grounding in the existing literature on gamification in education. However, there are some limitations identified such as, the sample used only consisted of elementary school students, so it is unknown whether the same results can be obtained at other levels of education. Furthermore, there was no further exploration of the long-term effects of using the Classcraft intervention, whether the improvement in students' writing skills can be sustained over a longer period of time.

In other words, although this study showed positive results, there are still several aspects that need to be studied in more depth to gain a more comprehensive understanding of the effectiveness of using Classcraft in improving the writing skills of elementary school students.

CONCLUSION

This study demonstrates that, it was established that the Classcraft, an educational technology with principles of gamification, boosted the second-graders' writing functionality. Descriptive as well as inferential statistics was used in the analysis of the collected data. The result of the paired-samples t- test indicated the fact that Classcraft raised the mean post-test scores from the pretest score has been effectively rectified. The analysis concerned gave rise to a $p < 0.001$ – a level proving high significance and suggesting a direct relationship between the introduction of Classcraft and the enhancement of the students' writing results. This paper's results complement other works that identify gamification as a means of raising motivation, participation, and performance among learners. Besides improving the indicators of learning, Classcraft introduced student-oriented approaches to teaching and gives more useful and detailed feedback. Another part of Classcraft and the individual components that are commonly used in gamification are also focused on the creation of the group challenges and the missions that also enforce the development of the social skills and cooperation which are, in fact, part of learning. It is important in future studies to ascertain the positive impacts of Classcraft on the students' learning accomplishments besides the feasibility of implementing Classcraft in other content areas/subjects. More research needs to be done to determine factors including; students' game frequency, teachers' engagement, and students' interest in the topical content prior to the initiation of the game that may affect the efficiency of the described gamification strategy.

CONFLICTS OF INTEREST

The authors declare that there is no conflict of interest regarding the publication of this paper.

AUTHOR CONTRIBUTIONS

Jayanti, W.M.M.: Conceptualization (lead), methodology (lead), writing-original draft (lead), reviewing (supporting), editing (lead). Firdaus, M.Y: methodology (lead), writing-original draft (supporting), reviewing (supporting), securing funding. Arochman, T.: methodology (supporting), reviewing (lead).

REFERENCES

Arimbawa, I. G. P. A. (2021). Penerapan wordwall game quis berpadukan classroom untuk meningkatkan motivasi dan prestasi belajar biologi. *Indonesian Journal of Educational Development*, *2*(2), 324–332. https://doi.org/10.5281/zenodo.5244716

Armanda, M. L., & Priyana, J. (2023). Incorporating gamification elements from classcraft in english instruction: A scoping review. *UC Journal: ELT, Linguistics and Literature Journal*, *4*(2), 95–110. https://doi.org/10.24071/uc.v4i2.7559

Arochman, T., Margana, M., Ashadi, A., Achmad, S., & Nugrahaeni, D. A. (2024). The effect of project-based learning on English writing skill for EFL learners. *Journal of Pedagogical Research*, *8*(2), 310–324. https://doi.org/10.33902/JPR.202423961

Ben-Eliyahu, A. (2021). Sustainable learning in education. *Sustainability (Switzerland)*, *13*(8), 4250. https://doi.org/10.3390/su13084250

Brečka, P., Valentová, M., & Tureková, I. (2022). Digital technologies in environmental education. *TEM Journal*, *11*(2), 726–730. https://doi.org/10.18421/TEM112-28,

Brown, H. D. (2014). *Principles of Language Learning and Teaching: A Course in Second Language Acquisition*.

Bušljeta, R. (2013). Effective use of teaching and learning resources. *Czech-Polish Historical and Pedagogical Journal*, *5*(2), 55–69. https://doi.org/10.2478/cphpj-2013-0014

Cavus, N., Ibrahim, I., Ogbonna Okonkwo, M., Bode Ayansina, N., & Modupeola, T. (2023). The effects of gamification in education: A systematic literature review. *BRAIN. Broad Research in Artificial Intelligence and Neuroscience*, *14*(2), 211–241. https://doi.org/10.18662/brain/14.2/452

Chen, J., & Liang, M. (2022). Play hard, study hard? The influence of gamification on students' study engagement. *Frontiers in Psychology*, *13*(October). https://doi.org/10.3389/fpsyg.2022.994700

Degeng, I. N. S., & Sudana, N. (2013). Ilmu pembelajaran: Klasifikasi variabel untuk pengembangan teori dan penelitian. *Bandung: Kalam Hidup*.

Deterding, S., O'Hara, K., Sicart, M., Dixon, D., & Nacke, L. (2011). Gamification: Using game design elements in non-gaming contexts. *Conference on Human Factors in Computing Systems - Proceedings*, *May 2011*, 2425–2428. https://doi.org/10.1145/1979742.1979575

Dichev, C., & Dicheva, D. (2017). Gamifying education: What is known, what is believed and what remains uncertain: A critical review. *International Journal of Educational Technology in Higher Education*, *14*(1), 8–9. https://doi.org/10.1186/s41239-017-0042-5

Djamas, D., Tinedi, V., & Yohandri. (2018). Development of interactive multimedia learning materials for improving critical thinking skills. *International Journal of Information and Communication Technology Education*. https://doi.org/10.4018/IJICTE.2018100105

Domínguez, A., Saenz-De-Navarrete, J., De-Marcos, L., Fernández-Sanz, L., Pagés, C., & Martínez-Herráiz, J. J. (2013). Gamifying learning experiences: Practical implications and outcomes. *Computers and Education*, *63*, 380–392. https://doi.org/10.1016/j.compedu.2012.12.020

Hamari, J., Koivisto, J., & Sarsa, H. (2014). Does gamification work? *Proceedings of the Annual Hawaii International Conference on System Sciences*, *January*(6–9), 3025–3034.

Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, *77*(1), 81–112. https://doi.org/10.3102/003465430298487

Hays, J., & Reinders, H. (2020). Sustainable learning and education: A curriculum for the future. *International Review of Education*, *66*, 29–52. https://doi.org/10.1007/s11159-020-09820-7

Hong, W. (2008). Exploring educational use of blogs in U.S. education. *US-China Education Review*, *5*(10), 34–38.

Hu, J. (2020). Gamification in learning and education: Enjoy learning like gaming. *British Journal of Educational Studies*, *68*(2), 265–267. https://doi.org/10.1080/00071005.2019.1682276

Jamaris, Hidayat, H., & Muji, A. P. (2021). Mobile learning application: Effect of learning readiness and community learning toward technology management and mobile learning. *International Journal of Online and Biomedical Engineering*, *17*(13), 20–32. https://doi.org/10.3991/ijoe.v17i13.26871

Johnson, D. W., & Johnson, R. T. (1999). Making cooperative learning work. *Theory into Practice*, *38*(2), 67–73. https://doi.org/10.1080/00405849909543834

Khaldi, A., Bouzidi, R., & Nader, F. (2023). Gamification of e-learning in higher education: A systematic literature review. *Smart Learning Environments*, *10*, 10. https://doi.org/10.1186/s40561-023-00227-z

Lestari, D. E. (2020). Rethinking the roles of English lecturers in the digital era. *Metathesis: Journal of English Language, Literature, and Teaching*, *4*(2), 137–150. https://doi.org/10.31002/metathesis.v4i2.2508

Mirata, V., Awinia, C., Godson, E., & Bergamin, P. (2022). The future of technology-based learning at the Open University of Tanzania. *International Journal of Emerging Technologies in Learning*, *17*(15), 28–42. https://doi.org/10.3991/ijet.v17i15.33273

Nee, C. C., Yunus, M. M., & Suliman, A. (2019). ICT: An effective platform to promote writing skills among Chinese primary school pupils. *Arab World English Journal*, *10*(4), 223–237. https://doi.org/10.24093/awej/vol10no4.17

Ngongo, V. L., Hidayat, T., & Wijayanto. (2019). Pendidikan di era digital. *Prosiding Seminar Nasional Pendidikan Program Pasca Sarjana Universitas PGRI Palembang*, *2*, 628–638.

Nnaekwe, U. K., & Ugwu, P. (2019). The concept and application of ICT to teaching/learning process. *International Research Journal of Mathematics, Engineering and IT*, *6*(2), 10–22.

Nurfadillah, N. Ferdiansyah, D., & Fatahullah, F. (2021). Penerapan media pembelajaran domino karakter dengan teknik shadow teacher dalam meningkatkan hasil belajar peserta didik autisme pada materi operasi hitung di masa pembelajaran jarak jauh. *Jurnal PENA : Penelitian Dan Penalaran*, *8*(2), 162–175. https://doi.org/10.26618/jp.v8i2.6684

Osei-Himah, V., & Adu-Gyamfi, K. (2022). Teachers' perspective of effective use of teaching and learning materials in basic school integrated science lessons. *Asian Journal of University Education*. https://doi.org/10.24191/ajue.v18i1.17195

Pange, J., Degteva, A., & Nikiforidou, Z. (2022). ICT tools in designing preschool educational activities on historical events. *Technical Annals*, *1*(1), 309–316. https://doi.org/10.12681/ta.32178

Parody, L., Santos, J., Trujillo-Cayado, L. A., & Ceballos, M. (2022). Gamification in engineering education: The use of classcraft platform to improve motivation and academic performance. *Applied Sciences (Switzerland)*, *12*(22), 11832. https://doi.org/10.3390/app122211832

Rubin, H., Estrada, L., & Honigsfeld, A. (2023). *Digital-age teaching for english learners: A guide to equitable learning for all students*. Dallas: Corwin. https://doi.org/10.4135/9781071824429

Sailer, M., Hense, J. U., Mayr, S. K., & Mandl, H. (2017). How gamification motivates: An experimental study of the effects of specific game design elements on psychological need satisfaction. *Computers in Human Behavior*, *69*(January), 371–380. https://doi.org/10.1016/j.chb.2016.12.033

Saleem, A. N., Noori, N. M., & Ozdamli, F. (2022). Gamification applications in e-learning: A literature review. *Technology, Knowledge and Learning*, *27*, 139–159. https://doi.org/10.1007/s10758-020-09487-x

Sanchez, E., Young, S., & Jouneau-Sion, C. (2017). Classcraft: From gamification to ludicization of classroom management. *Education and Information Technologies*, *22*, 497–513. https://doi.org/10.1007/s10639-016-9489-6

Saputra, M. D. (2022). Gamifikasi berbasis classcraft sebagai inovasi pembelajaran online

pada masa pandemi covid-19. *Research and Development Journal of Education*, *8*(2), 852. https://doi.org/10.30998/rdje.v8i2.11558

Sipone, S., Abella-García, V., Rojo, M., & Dell'olio, L. (2021). Using classcraft to improve primary school students' knowledge and interest in sustainable mobility. *Sustainability (Switzerland)*, *13*(17), 9939. https://doi.org/10.3390/su13179939

Tarigan, H. G. (2008). *Menulis Sebagai Sesuatu Keterampilan Bahasa. Bandung: Angkasa Bandung.*

Vahedi, Z., Zannella, L., & Want, S. C. (2021). Students' use of information and communication technologies in the classroom: uses, restriction, and integration. *Active Learning in Higher Education*, *22*(3). https://doi.org/10.1177/1469787419861926

Wang, S., Gorbunova, N. V., Masalimova, A. R., Bírová, J., & Sergeeva, M. G. (2018). Formation of academic mobility of future foreign language teachers by means of media education technologies. *Eurasia Journal of Mathematics, Science and Technology Education*, *14*(3), 959–976. https://doi.org/10.12973/ejmste/81150

Wijekumar, K., Graham, S., Harris, K. R., Lei, P. W., Barkel, A., Aitken, A., Ray, A., & Houston, J. (2019). The roles of writing knowledge, motivation, strategic behaviors, and skills in predicting elementary students' persuasive writing from source material. *Reading and Writing*, *32*(6), 1431–1457. https://doi.org/10.1007/s11145-018-9836-7

Zhang, Q., Yu, L., & Yu, Z. (2021). A content analysis and meta-analysis on the effects of classcraft on gamification learning experiences in terms of learning achievement and motivation. *Education Research International*, *2021*, 1–21. https://doi.org/10.1155/2021/9429112

The effectiveness of the combination of podcast and two stay two stray in teaching listening

Tifani Diah Nisa[1]; Olyvia Revalita Candraloka[2]*

[1]*Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Nahdlatul Ulama Islamic University, Indonesia; email: 201320000505@unisnu.ac.id*
[2]*Nahdlatul Ulama Islamic University, Indonesia; email: olyviarevalita@unisnu.ac.id*

ABSTRACT

This study aims to find out the effectiveness of the combination of Podcast and Two Stay Two Stray in teaching listening. The true experimental design with a pretest-posttest control group design was used in this study. The research population consisted of eleventh grade students from SMAN 1 Tahunan. The research sample consisted of classes XI-6 and XI-11, where XI-6 was assigned as the control group whereas XI-11 as the experimental group. It was chosen using a straightforward random sampling method. The instrument used by researchers to assess students' listening skills was providing 25 multiple-choice listening questions. The results demonstrated that the mean scores for both groups before and after the exam differed significantly. Furthermore, the analysis results utilizing the independent sample t-test showed that the t-test score (14.72>1.695) was higher than the t-table score. It indicates that the alternative hypothesis was accepted. Referring of the study's findings, it can be concluded that the combination of Podcast and Two Stay Two Stray can improve students' listening skill.

Keywords: English Podcast; Teaching Listening; Two Stay Two Stray

INTRODUCTION

Since listening is considered the most fundamental of the four main language development abilities, it should be learned first (Ngwoke et al., 2022; Wulandari et al., 2021). The basis for all other skill development was listening, which additionally acted as the primary means by which students initially interacted with the target language (Kurniawati, 2016). Because it was the first skill learners employed when learning a language, listening was regarded as the most fundamental ability. The purpose of listening is to gain the message and information (Amumpuni, 2016). Therefore, listening is an important receptive skill for students to learn. It was an essential part of learning a new language in addition to being a passive skill (Djabborova, 2020). The ability to listen well was a talent that students should have improved since it would support their learning. Additionally, listening was a crucial component of good communication and proficiency-based language teaching, and learning (Ambubuyog et al., 2023; Gultom et al., 2023; Khanna, 2020; Marzona, 2023). It was concluded that listening was a crucial component of learning support.

Mastering listening skills was not easy for some students. From the results of observations carried out by researchers, students at SMAN 1 Tahunan who were in the eleventh grade also faced this problem. The teacher's method used in the learning process was one of the factors that affected the low interest of the eleventh-grade students in learning English. Throughout the method, the teacher seemed to dominate the class and was less active in approaching understanding of the students' ability levels. Students absorbed little knowledge because they were busy doing assignments even though they did not necessarily understand the content or the material as a whole. Actually, they had a high desire to be able to master English skills. However, the teacher's method in carrying out the teaching process that was less effective had an impact on students' lack of interest in mastering English (Dike et al., 2021). The results of interviews with English teachers showed that the teacher used the conventional method by only presenting the topic, explaining the material briefly, giving assignments, then ending the class. Teachers and students interacted face-to-face in the classroom as part of a teaching technique known as "conventional teaching," or "traditional teaching" (Li, 2016).

Based on classroom observations, conventional methods in the learning process resulted in students being less motivated. The fact that students were not actively involved in the learning process was an additional indicator that they were not motivated. In the conventional learning method, students did not participate in the learning process at all; instead, they just listened to the teacher explain a topic or subject matter and then exchanged questions with one another (Lendeon & Poluakan, 2022). The main cause of low interest and motivation to learn among students was conventional teaching methods that were less interesting and less effective (Nair et al., 2014). Aside from the fact that students were not motivated to learn, another finding from classroom observations was that students did not understand the content because they had not mastered vocabulary and grammar. Limited vocabulary and little knowledge of the topics discussed resulted in students having difficulty in obtaining information from any source which was mostly written in English. The research was conducted by Diora and Rosa (2020) showed the majority of students encountered a number of listening comprehension issues with the assigned material. They believed grammar to be extremely difficult, so most students never fully grasped it. Additionally, students found listening challenging as the listening materials contained intricate grammatical patterns that they were unable to understand. Because universities and institutions placed a greater emphasis on writing, reading, and language, students struggled greatly with listening comprehension (Gilakjani & Sabouri, 2016). Triwardani et al. (2021) found problems in listening learning after conducting observations at SMK Darul Ulum Kuningan. Many of the students struggled to understand and respond to questions, and some had trouble listening. For instance, students continued to struggle with language, which hindered their ability to teach and learn to listen. Some of them were still unclear about when and how to use the phrase. The inability of students to point out or comprehend what the speaker stated throughout the listening process was a problem with their abilities. For a number of students, listening was a challenging skill to acquire; it required greater focus and attention to understand what speakers were saying (Ramadani, 2019; Listiyaningsih, 2017).

Faced with this reality, researchers conducted research to investigate methods and strategies that might be used to help in improving students' listening skills. Podcasts are one type of audio-visual material that can be used. Choosing a podcast as a way to improve listening skills had several significant advantages, such as podcasts offering a variety of topics ranging from news, inspirational stories, to in-depth discussions on specific topics (Tobin & Guadagno, 2022). Apart from that, podcasts could be accessed anytime and anywhere via mobile devices or computers (Sudarmoyo, 2020). By utilizing podcasts, individuals could expand their vocabulary, understand different accents, and improve their ability to better capture information in the language being studied or another foreign language. Applications for listening had grown in popularity in the field of teaching languages; language learners found "podcasting" in particular appealing as it

offered more current and actual listening practice both inside and outside of the classroom (Samad et al., 2017). The advantages of using podcast media in listening learning helped students have higher listening comprehension and higher learning motivation (Yoestara & Putri, 2019). Then, Erliana and Miftah (2014) indicated that the use of podcasts in language instruction increased students' motivation to participate in the assigned assignments. Additionally, Ramli and Kurniawan (2018) demonstrated how podcasts had offered students a wealth of engaging material on a variety of language-related subjects. Podcast content was created, for the most part, by native speakers and covered a wide range of subjects with actual speech. For instance, students could practice speaking and listening continuously while listening to real-world conversations using the actual audio resources. They could also become more comfortable pronouncing words correctly in English (Yoestara & Putri, 2019). The technology for podcasts had been widely accessible, user-friendly, and reasonably priced, making it a desirable choice for giving students extra flexible learning materials (Ramli, 2018).

Podcasts presented audio and visuals that had their own content or theme (Rime et al., 2022). Interesting content increased students' motivation and enthusiasm during the learning process. The teacher's strategy in a situation like this was to build an active and conducive class by adapting learning strategies that allowed students to discuss and create an effective learning process. The Two Stay Two Stray technique was used as a discussion tool for students to build an active and conducive class. According to research conducted by Ramadani (2019), students at SMA Negeri 8 Padangsidimpuan in the tenth grade showed a higher improvement in listening comprehension after implementing the Two Stay Two Stray technique. The two stay two stray method of implementation strategy by the students had resulted in an increase in their score and the cooperative learning worthy TS-TS used in the learning process.

One similar strategy in cooperative learning techniques was Two Stay Two Stray. Two Stay Two Stray, or what could be called (TS-TS), was motivated by intrinsic and extrinsic factors (Sabrina & Rizka, 2020). If the students did not find the learning activities interesting, it automatically impacted their motivation to learn. Conversely, if students found an activity interesting, it automatically improved their learning motivation (Sari, 2024). To increase students' motivation in learning English, it was deemed appropriate to seek innovative methods to use in the learning process. The two stay two stray (TS-TS) model was one of the cooperative learning models. Two Stay Two Stray is a cooperative learning strategy that was developed (Carrillo et al., 2019). The two stay two stray strategy was a cooperative learning system aimed at enabling students to work together, take responsibility, solve problems, and motivate each other to achieve in the classroom. Referring to research by Supendra et al. (2022), students' practical responses to the following weaknesses of podcasts were as follows: 1) Most podcasts were uninteresting. This had to do with the way the instructor presented the content while it was being recorded. At that point, intonation, vocalization, and speed had to be given careful consideration in order to attract students' attention and keep them receptive to the content. 2) Constraints on the network. In this instance, lowering the needed data capacity or providing media files directly were the suggested solutions. It might have been concluded that podcasts were not always a useful tool for teaching and learning.

The difficulties students had with the listening and teaching-learning approach had sparked the researcher's interests. Consequently, A study was carried out to look into how effective of using the Two Stay Two Stray method combined with Podcasts on students' listening mastery in teaching at SMA N 1 Tahunan. Therefore, the study aimed to answer the following questions: (1) How significant was the difference between the listening mastery of students taught with and without the Two Stay Two Stray Method combined with Podcasts?

METHODS

This study's true experimental research design. The reason for this was because pre-test and post-tests were crucial assessment instruments that could support, direct, and offer evaluations that improved students' abilities (Rosalia & Candraloka, 2023). True experimental research consisted of two variables. The students' listening skills were the dependent variable, and the podcast and TSTS combination was the independent variable. Researchers used random sampling strategies in this study. In scientific research, simple random sampling was a commonly used sampling technique. When choosing participants for a study, individuals from fairly homogeneous populations were chosen at random using simple random sampling (Noor & Tajik, 2011). The population of this study included all students in class XI-6 and XI-11 at SMAN 1 Tahunan. There were 69 students in total within each of the classes. The pre-test and post-test were the two tests that the students completed in order for the researcher to gather data. The researcher looked at the validity of the questions to be evaluated before administering the pre-test and post-tests. Here, the researcher had asked for the evaluation of the test's content validity by two experts. The researcher used class XI-8 as the try-out class. In collecting the data, two sets of tests, pre-test and post-test, were given for the control group as well as the experimental group. In this design, the pre-test was conducted first, then the treatments were given, and the post-test followed afterwards. The samples in the experimental group were those who were taught using the combination of podcast and two stay two stray technique, while the samples in the control group who were not taught by using the combination of podcast and two stay two stray technique. In order to collect enough information, researchers conducted four meetings. During those meetings, there was one pre-test meeting, four treatment meetings, and one post-test meeting. The discussion text material was taught to eleventh-grade students during semester 2. In the treatment class, students were grouped into discussion groups of four members each. The students discussed the podcast content within their groups, based on their understanding of the video podcast shown by the researcher. After the discussions, the TSTS (Two-Stay-Two-Stray) technique was implemented: two members from each group left their group to visit another group, while the remaining two members stayed behind to welcome the visitors and explain their group's discussion results and information. Once the guests had gathered information from the visited groups, each group reconvened to discuss their findings and the new information received. The researcher then led a discussion with the students about the podcast content. In the control class, the same podcast media was used for teaching English, but students worked individually. Each student independently understood the podcast content and wrote down important points on a piece of paper. These papers were collected and assessed by the researcher. Following this, the researcher discussed the podcast content with the students. After four meetings were held in the treatment class and control class, the post-test was conducted. The experimental class's post-test results showed how the treatment had an impact and how the students' listening skills had improved.

A quantitative analysis was conducted on the data gathered from the findings of student test study. The purpose of this method was to determine whether student listening skills had improved significantly before and after they were taught the two stay two stray strategy in conjunction with a podcast. The mean, median, and mode of descriptive data were the first categories of data. However, normalcy data made up the second category of data. It was possible to verify the data's normalcy, which was an important presumption for making accurate inferences, could be examined visually or by a variety of statistical tests (Khatun, 2021). The third type of data was homogeneity data. It minimized the value of data variation within every partition and made it possible to summarize statistical data accurately (Dutta et al., 2017). The fourth type of data was T-test data. The Student's t-test, commonly referred to as the t-test, is a statistical technique frequently used to determine if two independent samples with a normal distribution

have different means, is there a statistically significant difference between them, or does the mean value of the data from one independent sample with a normal distribution significantly differ or agree with the mean value of the null hypothesis (Xu et al., 2017).

RESULTS AND DISCUSSION

Results

Before the researcher carried out the experiment, the pre-test was given to classes XI-6 and XI-11 with a total of 69 students. The researcher designed an instrument by presenting multiple-choice listening questions on discussion text material, which had been tested for class validity and the validity of two expert lecturers from UNISNU and English teachers at SMAN 1 Tahunan. Based on the validity test results, the researcher provided 25 listening questions. A pre-test was conducted to assess students' initial abilities in English listening skills. The outcomes were displayed in Table 1.

Table 1. The data of Descriptive Statistic Pre-Test

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre-test experiment	33	28	40	68	61.70	7.351
Pre-test control	36	20	44	64	54.50	5.501
Valid N (listwise)	33					

According to the data that was submitted, the experimental class, which consisted 33 students, had a minimum score of 40 and a maximum score of 68, as indicated in the table above. The pre-test mean score of the 33 students who passed it was 61.70, with a 7.351 standard deviation. Additionally, in the control group of 36 students, The maximum score that could be achieved was 64, while the lowest score that could be achieved was 44. The average score for the 36 students was 54.50, with a standard deviation of 5.501. The following were the results of the post-test in classes XI-6 and XI-11 after the researchers conducted the pre-test and therapy in the classroom. The outcomes were displayed in Table 2.

Table 2. The data of Descriptive Statistic Post-Test

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Post-test experiment	33	28	72	100	86.67	8.287
Post-test control	36	24	48	72	60.89	6.131
Valid N (listwise)	33					

Based on the data of descriptive statistic post-test from the eleventh-6 as experimental class with 33 students, the table indicates that the students maximum post-test score was 100, and their lowest score was 72. The mean score of the 33 students who passed the post-test was 86.67, with an 8.287 standard deviation. Additionally, the eleventh-11 as control class consisted of 36 individuals, with a minimum post-test score of 48 and a maximum score of 72. A mean score of 60.89 was averaged over 36 students, with a standard deviation of 6.131. After each class carried out the pre-test and post-test, normality data produced the following values. The results could be seen in Table 3.

Table 3. The data of Normality

One-Sample Kolmogorov-Smirnov Test

			pretest ex	post ex	pretest cont	post cont
N			33	33	36	36
Normal Parameters[a,b]	Mean		61.70	86.67	54.50	60.89
	Std. Deviation		7.351	8.287	5.501	6.131
Most Extreme Differences	Absolute		.259	.202	.147	.194
	Positive		.196	.202	.147	.121
	Negative		-.259	-.112	-.147	-.194
Test Statistic			.259	.202	.147	.194
Asymp. Sig. (2-tailed)			.000[c]	.001[c]	.046[c]	.001[c]
Monte Carlo Sig. (2-tailed)	Sig.		.019[d]	.125[d]	.385[d]	.116[d]
	99% Confidence Interval	Lower Bound	.016	.117	.372	.108
		Upper Bound	.023	.134	.397	.124

a. Test distribution is Normal.

b. Calculated from data.

To know the normality test, researcher used Kolmogorov Smirnov test SPSS 25. According to the result of statistical calculations in SPSS 25, the experimental class pre-test has significance value of 0,019 while the control class 0,385. This shows that both data are normality distributed and all the data were above 0,05 (0,019 > 0,05; 0,385 > 0,05). The post-test result revealed that the experimental class has significance value of 0,125 and the control class 0,116. The result is more than 0,05, It indicate that both of the data classes is normally distributed (0,125 > 0,05; 0,116 > 0,05). To assess if the data had a same or different variants, a homogeneity test was conducted. The results could be seen in Table 4.

Table 4. The data of Homogeneity

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Post-test experiment	Based on Mean	3.984	1	67	.050
	Based on Median	1.651	1	67	.203
	Based on Median and with adjusted df	1.651	1	55.231	.204
	Based on trimmed mean	3.969	1	67	.050

The value of significance, as indicated by the table above, is 0,050 > 0,05. It demonstrated the homogeneity of the data. In the case that the significance value (a= 0,05) is higher than 5%, the data is considered homogenous. To see a detailed significance score difference between the pe-test and post-test, researcher used Independent T-test.

According to the results, the experimental class's highest score was 100, whereas the control class's highest score was 72. The lowest score in experimental class 72 whereas in control class was 52. The experimental class's mean score for the pre-test was 61.70, and for the post-test was 86.67. Consequently, the control class's mean scores on the pre- and post-tests were 54.50 and 60.89, respectively. it means that between the experimental and control classes had difference score. The mean value of the data from an independent sample with a normal distribution was tested using a T-test differed significantly from the null hypothesis. The outcomes were displayed in Table 5.

Table 5. The data of T-test

T-test		N	Mean	Std. Deviation	Std. Error Mean
Score	post experiment	33	86.67	8.287	1.443
	post control	36	60.89	6.131	1.022

In the table shows that each class had different students, the control class had 36 students and the experiment class had 33 students. There were 69 students in each class who participated in this research. The mean score for the control group was 60,89, but the experimental class's was 86,67. It demonstrated that the means of the experimental and control groups differed. The outcomes were displayed in Table 6.

Table 6. The data of Independent Sample Test Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	3.984	.050	14.772	67	.000	25.778	1.745	22.295	29.261
	Equal variances not assumed			14.582	58.666	.000	25.778	1.768	22.240	29.315

According to the table, it can be indicated that Sig. (2-tailed) of both in experimental and control class were 0,000 which less than 0,05. The equal variances assumed shown that the results of t was 14,772 with df = 67. The mean difference was 25,778, Std. error difference was 1.745, the lowest pre-test was 22,295 and the highest was 29,261. Table was employed by the researcher at the 5% significant level. The data statistic showed that T-test was 14,72 was higher than ttable 1.695 (t0 > ttable). It signified the acceptance of Alternative Hypothesis (Ha). This indicates that students' learning of listening was enhanced by The Combination of Podcast and Two Stay Twi Stray.

Discussion

In this study, the researcher used Two Stay Two Stray model combine with podcast as an alternative solution in teaching listening. Two Stay Two Stray provides a new atmosphere in learning English for students because they have more opportunities to interact with their friends. This learning model increases students' enthusiasm in learning English.

Students were instructed to go through four stages when implementing Two Stay Two Stray by the researcher. The researcher first divided students into groups of four. The researcher then instructed the students to pay attention to the podcast's idea. Following that, the students worked in additional groups to implement the TSTS model. In the end, the researcher gave the students an outline of their thoughts and asked them to present in front of the class. The researcher administered a pre-test before the combination of the podcast and TSTS implementation. After the treatment, the researcher then gave the students a post-test.

Based on the findings, it can be concluded that the students who were taught using the combination of podcast and TSTS got higher scores than students who were taught using conventional learning model through the lecture method. They gained a better understanding of the material, the ability to analyze it, and the ability to share ideas they had acquired. It is similar to Ramadani (2019) who found that students who received teaching using the Two Stay Two Stray method improved more than those who did not. Following the teacher's use of podcasts and TSTS, all components of listening—particularly those related to core concepts and specific details—improved. It means that the combination of podcast and TSTS was a good learning model in teaching listening. The effectiveness of learning using the combination of podcast and TSTS could be seen from students' behavior in the teaching and learning process. Firstly, students in the experimental group were more cooperative in learning than the students in the control group. Cooperative learning emphasized the interaction between students and instructors in the learning process. Learning activities ran well when students followed the direction of the teacher (Silalahi & Hutauruk, 2020) . The students in the experimental group were willing to follow instructions to practice or complete the tasks. This made the learning environment more conducive. As a result, the teaching and learning process was effective, and the material provided was maximally accepted by the students.

Second, the majority of students in the experimental group participated actively in class and showed interest in using the podcast and Two Stay Two Stray methods to discuss ideas related to the discussion text. Because they could share information with other students, it became easier for them to find the podcast discussion outline. The teaching and learning process in the experimental group was more conducive compared to that of the control group. The activity taught students how to listen effectively to discussion texts.

At last, students' understanding of listening improved and the learning process was simple to follow after the podcast and TSTS were combined. The podcast's outline helped the students identify the main topic and understand the discussion. The students were also able to examine the four structural elements of discussion text: issue, arguments for, arguments against, and conclusion or recommendation.

Furthermore, the explanations above demonstrated that after the researcher implemented the treatment using a combination of podcast and TSTS, the students performed better. Two Stay Two Stray does not require extensive preparation, it increases class productivity, it boosts student confidence, and it can be used at any grade level. Even though Two Stay Two Stray has many advantages, its implementation in this study has some disadvantages, one of which is that not all students focus on the issue because they can communicate anything with their groups that is not related to the topic. Then, there's a chance that students will copy concepts from other teams.

CONCLUSION

Conclusions were made in accordance with the study's findings and the results of the statistical analysis. When listening skills were taught in the experimental class using the combination of Podcast and TSTS, the mean post-test score was higher (86.67). Teaching listening using the combination of podcast and TSTS was found to be effective through a T-test or another test. The probability sig. (2 tailed) was investigated and the T-test was conducted using the t-test for independent samples in SPSS 25. 0.000 was the value that was measured. According to this probability, 0.000 < 0.05.

Students responded well to the using of The Combination of Podcast and TSTS in the classroom. When audio-visual materials, especially a combination of podcasts and TSTS techniques, were used, students were more enthusiastic and motivated in learning, and they were able to participate in group discussions and class discussions. Using English Podcasts, students began to search for information and look for new English video podcasts that suited their needs to practice their listening skills. By using the Two Stay Two Stray technique for group discussions, students were enthusiastic and understood the content of the material presented. They performed well in answering post-test questions, as evidenced by the improved post-test results in contrast to the control group. Based on these outcomes, researchers suggested that the Two Stay Two Stray and Podcast combination for teaching listening could be used at all grade levels in SMA N 1 Tahunan. To evaluate the effectiveness of The Combination of Podcast and Two Stay Two Stray in teaching listening, future researchers would have the option to select different grade levels.

CONFLICTS OF INTEREST

The authors declare that there is no conflict of interest regarding the publication of this paper.

AUTHOR CONTRIBUTIONS

Nisa, T.D.: Conceptualization (lead), methodology (lead), writing-original draft (lead), reviewing (supporting), editing (lead), methodology (lead). Candraloka, O.R.: writing-original draft (supporting), reviewing (supporting), securing funding, methodology (supporting), reviewing (lead).

REFERENCES

Ambubuyog, E. M. I., Laumoc, G. L. C., Mantac, F. H. A., Pagulayan, F. M. C., Sayson, C. J. E. C., Velasco, A. C. M., & Biray, E. T. (2023). Active listening: Its impact on language learning and understanding of education students. *International Journal of Multidisciplinary: Applied Business and Education Research*, *4*(2), Article 2. https://doi.org/10.11594/ijmaber.04.02.33

Amumpuni, R. S. (2016). The implementation of podcast in teaching listening at the first semester students of IKIP PGRI Madiun. *Jurnal Edutama*, *3*(1), 63-68. http://dx.doi.org/10.30734/jpe.v3i1.31

Banani, D. S. A. (2012). The need of listening comprehension in the teacher training programme in the faculty of education, Hodeidah University. *Journal of the College of Basic Education*, *18*(74), 57–62. https://doi.org/10.35950/cbej.v18i74.8657

Carrillo, N. M. R., Labre, M. G. P., & Valle, V. V. Y. (2019). The effects of cooperative learning on reading comprehension. *Explorador Digital*, *3*(3.1), Article 3.1. https://doi.org/10.33262/exploradordigital.v3i3.1.875

Dike, D., Parida, L., Stevanus, I., (2021). Strategi mikro kepala sekolah membudayakan

budaya malu sebagai nilai karakter unggul sekolah dasar di Kabupaten Sintang. *Xox Edukasi Jurnal Ilmiah Ilmu Pendidikan*, *12*(1), 14-27. https://doi.org/10.31932/ve.v12i1.916

Diora, L., & Rosa, R. N. (2020). An analysis of students' difficulties in listening comprehension: A descriptive study at english language and literature department FBS UNP. *Journal of English Language Teaching*, *9*(1), 85. https://doi.org/10.24036/jelt.v9i1.107957

Djabborova, F. O. (2020). Ways of developing listening skills of english learners in ESL and EFL classroom. *European Journal of Research and Reflection in Educational Sciences*, *8*(10), 212–216.

Dutta, S., Woodring, J., Shen, H. W., Chen, J. P., & Ahrens, J. (2017). Homogeneity guided probabilistic data summaries for analysis and visualization of large-scale data sets. *IEEE Pacific Visualization Symposium*, 111–120. https://doi.org/10.1109/PACIFICVIS.2017.8031585

Erliana, S., Miftah, M.Z. (2014). The multifaceted dimensions of English linguistics, literature and education literature and education. In *ELITE (English Linguistics, Literature and Education)*.

Gilakjani, A. P., & Sabouri, N. B. (2016). Learners' listening comprehension difficulties in english language learning: A literature review. *English Language Teaching*, *9*(6), 123. https://doi.org/10.5539/elt.v9n6p123

Gultom, Q. Z., Utari, P., & Rahmawati, W. T. (2023). The importance and difficulties of listening skill: A description. *Excellence: Journal of English and English Education*, *3*(1), Article 1. https://doi.org/10.47662/ejeee.v3i1.584

Khanna, P. (2020). Techniques and strategies to develop active listening skills: The armour for effective communication across business organizations. *Journal of English Language, Literature and Culture*, *6*(3), 50–60.

Khatun, N. (2021). Applications of normality test in statistical analysis. *Open Journal of Statistics*, *11*(01), 113–122. https://doi.org/10.4236/ojs.2021.111006

Kurniawati, D. (2016). The essence of classroom technique and activities in teaching listening as a foundation skill for other skills in the early acquisition of language. *English Education: Jurnal Tadris Bahasa Inggris*, *9*(1), 29–42.

Lendeon, G. R., & Poluakan, C. (2022). Pengaruh model Problem-Based Learning (PBL) terhadap kemampuan literasi sains siswa. *SCIENING: Science Learning Journal*, *3*(1), 14–21. https://doi.org/10.53682/slj.v3i1.1076

Li, Y. W. (2016). Transforming conventional teaching classroom to learner-centred teaching classroom using multimedia-mediated learning module. *International Journal of Information and Education Technology*, *6*(2), 105–112. https://doi.org/10.7763/ijiet.2016.v6.667

Listiyaningsih, T. (2017). The influence of listening English song to improve listening skill in listening class. *Journal of Multidisciplinary Studies*, *1*(1).

Marzona, Y. (2023). An analysis of students' difficulties in listening comprehension at english education department in faculty of teacher training and education of universitas ekasakti. *Jurnal Ilmiah Pendidikan Scholastic*, *7*(2), Article 2. https://doi.org/10.36057/jips.v7i2.598

Nair, S. M., Yusof, N. M., & Hong, S. C. (2014). Comparing the effects of the story telling method and the conventional method on the interest, motivation and achievement of chinese primary school pupils. *Procedia - Social and Behavioral Sciences*, *116*, 3989–3995. https://doi.org/10.1016/j.sbspro.2014.01.878

Ngwoke, F. U., Ugwuagbo, W., & Nwokolo, B. O. (2022). Refocusing on listening skills and note-taking: imperative skills for university students' learning in an l2 environment. *Theory and Practice in Language Studies*, *12*(7), Article 7. https://doi.org/10.17507/tpls.1207.01

Noor, S., & Tajik, O. (2011). Simple random sampling. *Sampling of Populations: Methods and Applications: Fourth Edition*, *1*(November), 43–81. https://doi.org/10.1002/9780470374597.ch3

Ramadani. (2019). The Effect of Two Stay Two Stray Strategy on Students' Listening Comprehension. *2*(3), 1–14.Unpublished Undergraduate Thesis.

http://repository.umsu.ac.id/bitstream/handle/123456789/4166/SKRIPSI.pdf?sequence=1&isAllowed=y

Ramli. (2018). The use of podcast to improve students" listening and speaking skillsfor efl learners. P*roceedings of the International Conference on English Language Teaching (ICONELT 2017).* https://doi.org/10.2991/iconelt-17.2018.42

Rime, J., Pike, C., & Collins, T. (2022). What is a podcast? Considering innovations in podcasting through the six-tensions framework. *Convergence*, *28*(5), 1260–1282. https://doi.org/10.1177/13548565221104444

Rosalia, S., & Candraloka, O. R. (2023). The Effect of using think pair share to improve students' reading skills. *J-SHMIC : Journal of English for Academic*, *10*(2), 155–165. https://doi.org/10.25299/jshmic.2023.vol10(2).13544

Sabrina, G., & Rizka, B. (2020). The implementation of two stay two stray technique to improve the students' competence of smp negeri 9 banda aceh in mastering reading comprehension 1. *Journal of English Teaching and Linguistics*, *1*(2).

Samad, I. A., Bustari, A., & Ahmad, D. (2017). The use of podcasts in improving students' speaking skill. *Journal of English Language and Education*, *3*(2), 97-111. https://doi.org/10.26486/jele.v3i2.256

Sari, N. (2024). Improving learning independence of elementary students through the two stay two stray method. *JCD : Journal of Childhood Devlopment Improving Learning Independence of Elementary Students through the Two Stay Two Stray Method. 4*(1), 145–153. https://doi.org/10.25217/jcd.v4i1.3970

Silalahi, T.F., & Hutauruk, A.F. (2020). The application of cooperative learning model during online learning in the pandemic period. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal),3(*3), 1683-1691. https://doi.org/10.33258/birci.v3i3.1100

Sudarmoyo, S. (2020). Podcast sebagai alternatif media pembelajaran jarak jauh. *Edudikara: Jurnal Pendidikan Dan Pembelajaran*, *5*(2), 65–73. https://doi.org/10.32585/edudikara.v5i2.212

Supendra, D., Kusumastuti, G., Maiziani, F., & Rahmayanti, E. (2022). The practicality test of audio-based podcast media for online learning. *SPEKTRUM: Jurnal Pendidikan Luar Sekolah (PLS)*, *10*(2), 299. https://doi.org/10.24036/spektrumpls.v10i2.116977

Tobin, S. J., & Guadagno, R. E. (2022). Why people listen: Motivations and outcomes of podcast listening. *PLoS ONE*, *17*(4 April 2022), 1–16. https://doi.org/10.1371/journal.pone.0265806

Triwardani, H.R., Rinaepi, R., Mubarokah, P.S. (2021). The effectiveness of podcast to improve listening skill in narrative text. Jurnal Fakultas Keguruan & Ilmu Pendidikan, 2(3).

Wulandari, T., & Sya'ya, N. (2021). The effectiveness of students' listening skill by using podcast at the second grade of SMK Negeri 6 Balikpapan. *Borneo Journal of Language and Education, (1(1), 25-38.* https://doi.org/10.21093/benjole.v1i1.3134

Xu, M., Fralick, D., Zheng, J. Z., Wang, B., Tu, X. M., & Feng, C. (2017). The differences and similarities between two-sample t-test and paired t-test. *Shanghai Archives of Psychiatry*, *29*(3), 184–188. https://doi.org/10.11919/j.issn.1002-0829.217070

Yoestara, M., & Putri, Z. (2019). PODCAST: An alternative way to improve EFL students' listening and speaking performance. *Englisia Journal*, *6*(1), 15. https://doi.org/10.22373/ej.v6i1.3805

Competency-based English language teaching through Microsoft teams: A framework for adaptation and integration

Rizky Eka Prasetya[1]

[1]Department of Secretary, Faculty of Economic and Business, Universitas Budi Luhur, Jakarta, Indonesia; email: rizky.ekaprasetya@budiluhur.ac.id

Corresponding Author:
rizky.ekaprasetya@budiluhur.ac.id

ABSTRACT

This paper addresses the challenge of implementing Competency-Based English Language Teaching (CBELT) within the digital realm, specifically through the utilization of the Microsoft Teams platform. The methodology employed Mix-method with incorporating exploratory sequential design. Qualitative data from the interviews will be analyzed using thematic analysis to identify recurring patterns, themes, and key considerations for implementing CBELT in Microsoft Teams. Surveys assessed pedagogical and technical efficacy in descriptive statistics and correlation analysis in the quantitative phase. The finding of the research exposed that Educators emphasized leveraging Microsoft Teams' features like chat, video conferencing, and file sharing to deliver CBE content effectively. With a mean score of 4.49, most respondents were satisfied with CBE integration with Microsoft Teams. This suggests the platform's CBE integration is well-received. Respondents reported a mean score of 6.23 for language proficiency development with Microsoft Teams CBE. Microsoft Teams is simple to use, according to respondents, with a mean score of 6.62. A moderate positive association exists between project-based learning intensity and competence development results ($r = 0.664$, $p < 0.05$). This shows that increasing project-based learning intensity improves student proficiency. A moderate positive association exists between integrating collaborative activities and engagement indicators ($r = 0.657$, $p < 0.05$). This suggests that Microsoft Teams collaborative activities boost student engagement during Competency-Based English Language Teaching (CBELT). Project-based learning, collaborative activities, and customised teaching help CBE succeed. These tactics allow students to actively learn, contribute, and get individualised teaching.

Keywords: Competency-Based English Language Teaching; Microsoft Teams; Adaptation; Integration; Mixed Method

INTRODUCTION

Competency-based English Language Teaching is an approach that focuses on the specific skills and knowledge that students need to succeed in the English language. Students can better apply their English language skills in real-world scenarios by centering instruction around developing practical competencies. This approach to teaching English emphasizes acquiring practical skills and knowledge essential for effective communication and language proficiency. Purpura (2021) and Red'ko et al. (2023) verified that Competency-based language teaching strongly emphasizes the application of language in real-life situations, ensuring that students not only understand the language but can also use it effectively in various contexts. Heritage et al. (2020) and Saint (2021) emphasized that aligns to prepare students to confidently engage in conversations, write effectively, and comprehend different

forms of English language content. It focuses on practical language use and equips students with the necessary skills for personal, academic, and professional success. Hung et al., (2020) outlined that competency-based English Language Teaching is beneficial as it prioritizes the practical application of language skills. Students can more effectively utilize their English language skills in real-world situations by focusing on developing specific competencies. Kharkivska (2020) indicated that helps students gain practical communication skills essential for success in both academic and professional environments.

Competency-based teaching encourages active engagement and participation, fostering a more dynamic and immersive learning experience for students. Moldasan et al. (2023) expressed that are able to ultimately lead to improved language proficiency and confidence in using English effectively. However, Vail (2019), Rose et al. (2020), and Ho et al. (2023) acknowledged that it may overlook the importance of broader language proficiency and cultural understanding. By emphasizing specific competencies, Muthuswamy et al. (2023) supplemented by stating that there is a risk of neglecting the development of a comprehensive language foundation, which includes grammar, vocabulary, and cultural nuances. Egbert et al. (2019) asserted that contend that a solely competency-based approach may not adequately prepare students for more varied or abstract language use, such as creative writing or literary analysis. Additionally, there are concerns that focusing heavily on practical skills may overshadow the significance of fostering a love for language learning and exploration. Radia (2019) highlighted that it is important to consider integrating a balanced approach that incorporates both competency-based teaching and broader language proficiency development. By doing so, educators can ensure that students not only acquire practical communication skills but also develop a strong foundation in grammar, vocabulary, and cultural understanding.

Integrating competency-based English Language Teaching (CBLET) into Microsoft Teams provides a versatile platform for implementing this approach. Meenambal et al. (2022) put forth that educators could engage students in real-life language scenarios through chat, video conferencing, and collaborative documents, encouraging active participation and practical application. Additionally, Scoular et al. (2021) indicated that the integration of educational tools within Microsoft Teams can support the comprehensive development of language skills while maintaining a focus on specific competencies. Integrating CBLET methodologies within this digital platform offers numerous benefits, including creating interactive and engaging learning experiences for students. Shtaltovna et al. (2021) detailed that educators can promote active learning and foster a communicative environment for language practice through collaborative tools, such as chat, file sharing, and virtual meetings.

When integrating competency-based English Language Teaching into the Microsoft Teams platform, Narayn (2023) responded by saying that educators are provided with a versatile range of features to support this approach. Microsoft Teams offers opportunities for real-time communication and collaboration. Delane (2023) affirmed that are essential for creating immersive and dynamic language learning experiences.Educators can utilize the chat function to initiate real-life language scenarios, encouraging students to actively participate and apply their language skills in practical situations. Bakonyi et al. (2022) verified that real-time interaction not only enhances students' language proficiency but also fosters their confidence in using English effectively in various contexts. Ngoc et al. (2021) pointed out that Ms Teams can be an effective platform for implementing Competency-Based English Language Teaching due to its versatile range of features that support active and practical language learning experiences. Baker et al. (2020) specified that One of the key strengths of Ms Teams is its real-time communication and collaboration tools, which can be utilized by educators to create immersive language scenarios for students. Through the chat function, educators can initiate real-life language interactions and encourage students to actively participate, facilitating the application of language skills in practical contexts. the video conferencing feature of Ms Teams enables educators to conduct interactive language practice sessions, promoting active engagement and dynamic communication among

students. This interactive approach aligns with the principles of CBLT, Al-Qora'n et al. (2022) expanded on that by emphasizing the practical application of language skills in real-world scenarios. Additionally, the collaborative document feature in Ms Teams allows for the creation of language learning materials and activities that focus on specific competencies, such as effective writing and communication strategies, further enhancing the integration of CBLT methodologies within the platform.

Pedagogical strategies play a pivotal role in shaping the competency development of English language learners in contemporary education. Eristi et al. (2017) acknowledged that these strategies encompass diverse instructional methods, approaches, and techniques aimed at fostering linguistic proficiency, communicative competence, and critical thinking skills. Within the realm of English language teaching (ELT), Cenoz and Gorter (2020) highlighted that applying pedagogical strategies serves as a cornerstone for effective instruction, catering to students' diverse learning needs and preferences. When considering the integration of competency-based English Language Teaching into the Microsoft Teams platform, Munna and Kalam (2021) emphasized that is essential to explore pedagogical strategies that align with this approach. The versatile features of Microsoft Teams provide a conducive environment for implementing these strategies, enabling educators to create dynamic language learning experiences that prioritize the development of essential language competencies.

Communicative Language Teaching is one pedagogical strategy that can be effectively integrated into CBLT within Microsoft Teams. Sobaih et al. (2021) pointed out that approach emphasizes the importance of meaningful communication in language learning, aligning with the goals of CBLT to develop practical language skills. By leveraging the chat function, video conferencing, and collaborative documents in Microsoft Teams, Moorhouse et al. (2023) and Zhao and McClure (2022) put forth that educators can facilitate real-life language interactions and engage students in communicative tasks that promote active participation and language use in authentic contexts. Task-based learning is another valuable pedagogical strategy that can be adapted to support CBLT in Microsoft Teams. McCallum (2023) contributed by explaining that educators can design task-based activities focusing on specific language competencies, such as writing, speaking, or listening, and utilize the collaborative document feature to create materials that guide students through these tasks. Pal and Vanijja (2020) asserted that the approach encourages practical language application and allows for personalized feedback and assessment within the platform. Incorporating multimodal instruction can enhance the effectiveness of CBLT within Microsoft Teams. Educators can utilize the platform's multimedia resources, interactive quizzes, and language learning applications to provide diverse learning experiences that cater to different learning styles. Sinlapaninman and Pattanachai (2022) and Zuraini (2021) pointed out that promoting the development of comprehensive language skills while focusing on specific competencies, aligning with the principles of CBLT. Creating a collaborative learning environment is crucial for successfully implementing CBLT in Microsoft Teams. Educators can utilize the platform's collaboration features, such as file sharing and virtual meetings, to foster peer interaction and cooperative language practice. By promoting collaborative activities, educators can support students in developing their practical language skills, cultural understanding, and communicative competence.

In the rapidly evolving landscape of English language teaching (ELT), integrating Competency-Based English Language Teaching (CBE) principles into digital platforms like Microsoft Teams presents a promising avenue for enhancing language learning experiences. Many studies focus on traditional classroom settings or generic online platforms, overlooking the unique affordances and challenges of integrating CBE principles into Microsoft Teams. While existing literature explores the theoretical foundations of CBE and the benefits of technology-enhanced language learning, there is limited empirical research that investigates the practical implementation and effectiveness of CBE within Microsoft Teams. Despite the growing interest in CBE and the widespread adoption of technology in education, there remains a

notable research gap concerning the adaptation and integration of CBE, specifically within the Microsoft Teams environment. The existing research often lacks a comprehensive framework or guidelines for educators to navigate the complexities of adapting CBE to the Microsoft Teams platform. While individual studies may offer insights or case studies, there is a need for a cohesive framework that addresses critical considerations such as pedagogical strategies, technological features, assessment methods, and professional development initiatives explicitly tailored to the Microsoft Teams environment. Addressing this gap requires, the research questions are:

1. How can Competency-Based English Language Teaching be effectively implemented and integrated into the Microsoft Teams platform?
2. What pedagogical strategies and technological features within Microsoft Teams are most conducive to fostering competency development in English language learners?

The result of this research is expected to give contribution both theoretically and pedagogically, related the use of educational technology in language learning.

METHODS

Research Design

This study employs a mixed-method approach, specifically utilizing an exploratory sequential design. Taherdoost (2022) and Vivek (2021) emphasized that this design allows for a comprehensive exploration of both qualitative and quantitative data to provide a deeper understanding of the effective implementation and integration of Competency-Based English Language Teaching (CBE) into the Microsoft Teams platform

Participants

For the qualitative phase, purposeful sampling will be employed to select 24 educators and instructional designers with experience in teaching English language courses using Microsoft Teams. All research procedures will adhere to established ethical guidelines to ensure the protection and well-being of participants. Prior to participation, all individuals will be provided with detailed information about the study, including its purpose, procedures, potential risks, and benefits. Informed consent will be obtained from all participants, ensuring that they fully understand their involvement and have the opportunity to ask questions. Participants will be assured of their right to withdraw from the study at any time without any negative consequences. Anonymity and confidentiality will be maintained throughout the research process. Semi-structured interviews will be conducted to explore participants' perspectives on integrating CBE principles into the platform. For the quantitative phase, a larger sample of 44 educators and 50 students involved in English language courses delivered through Microsoft Teams will be recruited. This phase aims to validate and expand upon the qualitative findings.

Data collection and data anlysis

The data analysis phase of this study constitutes a critical juncture where qualitative insights and quantitative metrics converge to illuminate the multifaceted landscape of Competency-Based English Language Teaching (CBE) within the Microsoft Teams platform. To address the research question on how Competency-Based English Language Teaching (CBE) can be effectively implemented and integrated into the Microsoft Teams platform, the data analysis will involve a multi-step process encompassing qualitative and quantitative methods. The analysis will focus on identifying key themes, patterns, and factors that contribute to the successful implementation of CBE in this digital environment.

1. Thematic Analysis (Qualitative):
   Qualitative data from the interviews will be analyzed using thematic analysis. This involves identifying recurring patterns, themes, and key considerations related to the implementation of CBE in Microsoft Teams. NVivo software will be utilized for organizing and coding the qualitative data, allowing for systematic analysis and interpretation.

2. Descriptive Statistics (Quantitative):
    Quantitative survey responses will be analyzed using descriptive statistics to summarize participants' perceptions of the effectiveness of pedagogical strategies and technological features. Measures such as frequencies, percentages, means, and standard deviations will be calculated to provide insights into the distribution and central tendencies of the data.
3. Triangulation:
    Triangulation of qualitative and quantitative findings will be conducted to ensure a comprehensive understanding of the research questions. By integrating insights from both types of data, the study aims to provide nuanced insights into the effective implementation and integration of CBE in Microsoft Teams for English language teaching.

Kiger and Varpio (2020) along with Nair and Fahimirad (2019) emphasized that Qualitative data from the interviews will be analyzed using thematic analysis to identify recurring patterns, themes, and key considerations for implementing CBE in Microsoft Teams. Data analysis software like NVivo will aid in organizing and coding the qualitative data. In the quantitative phase, surveys will be administered to gather data on the perceived effectiveness of pedagogical strategies and technological features. Surveys will include Likert-scale questions and open-ended items to gather both quantitative and qualitative data. Descriptive statistics will be used to analyze quantitative survey responses, while qualitative data from open-ended questions will be subjected to thematic analysis. Triangulation of qualitative and quantitative findings will be conducted to provide a comprehensive understanding of the research questions.

1. Semi-Structured Interview Guide:
    This guide will include open-ended questions aimed at exploring participants' perspectives on integrating Competency-Based English Language Teaching (CBE) principles into Microsoft Teams. Questions will cover topics such as experiences with using Microsoft Teams for language teaching, challenges faced, successful strategies employed, and recommendations for effective integration.
2. Survey Questionnaire:
    The survey will consist of Likert-scale questions and open-ended items designed to gather quantitative and qualitative data on the perceived effectiveness of pedagogical strategies and technological features in fostering competency development in English language learners. Likert-scale questions will assess participants' agreement with statements regarding the effectiveness of different pedagogical strategies and technological features, ranging from "Strongly Disagree" to "Strongly Agree." Open-ended questions will allow participants to provide detailed feedback, suggestions, and examples related to their experiences with using Microsoft Teams for English language teaching.

RESULTS AND DISCUSSION

Research Question1: How can Competency-Based English Language Teaching be effectively implemented and integrated into the Microsoft Teams platform

The data analysis involved a multi-step process encompassing qualitative and quantitative methods. The analysis will focus on identifying key themes, patterns, and factors that contribute to the successful implementation of CBE in this digital environment. Thematic analysis approached for identifying patterns of meaning across the data to uncover key themes related to the implementation of CBE in Microsoft Teams. Data collected through surveys will be analyzed using descriptive statistics to summarize participants' responses regarding the effectiveness of integrating CBE into Microsoft Teams. inferential statistics such as correlation analysis or regression analysis may be conducted to explore relationships between variables, such as the impact of specific pedagogical strategies on learner outcomes.

Table 1. Thematic Analysis Result of effectively implemented and integrated into the Microsoft Teams platform

Theme	Sub-Theme	Sample Responses
Technical Aspects:	Technology Integration	In exploring the integration of Microsoft Teams with Competency-Based English Language Teaching (CBE), we are considering the utilization of platform features such as chat, and video conferencing. (Participants 11)
	Pedagogical Strategies	In implementing CBE within Microsoft Teams, we are employing pedagogical strategies like project-based learning activities to foster language proficiency. (Participants 3)
	Student Engagement	- To enhance student engagement within Microsoft Teams, we are using interactive features such as polls, quizzes, and discussions to encourage active participation. (Participants 12)
Educational Practices:	Assessment Methods	- We are developing assessment methods aligned with CBE competencies within Microsoft Teams, including the establishment of rubrics and criteria for evaluating student performance. (Participants 22)
	Professional Development	- We are conducting professional development initiatives to support educators in effectively implementing CBE principles within Microsoft Teams. (Participants 1)
	Adaptation Challenges	- Overcoming resistance to change among educators accustomed to traditional teaching methods is identified as a key challenge in adapting CBE within Microsoft Teams. (Participants 4)
	Best Practices	- We are sharing best practices for CBE implementation within Microsoft Teams, including successful case studies and examples. (Participants 9)
Interpersonal Dynamics:	Collaboration and Communication	- We are utilizing synchronous and asynchronous communication channels within Microsoft Teams to facilitate effective collaboration among stakeholders. (Participants 20)
	Accessibility and Inclusivity	- We are implementing measures to ensure accessibility and inclusivity for all learners within Microsoft Teams. Compatibility with assistive technologies is ensured, and alternative formats for content accessibility are provided. (Participants 17)
	Data Privacy and Security	- We are implementing data privacy and security protocols within Microsoft Teams to safeguard sensitive student data. Encryption protocols and access controls are established, and clear policies and guidelines govern data storage, usage, and sharing. (Participants 3)

Participants emphasized the importance of leveraging Microsoft Teams' features like chat, video conferencing, and file sharing to deliver CBE content effectively. Additionally, addressing technical challenges such as network connectivity and device compatibility was highlighted as crucial for seamless integration. Regarding educational practices, the analysis focused on pedagogical strategies aimed at enhancing language proficiency through project-based learning activities and collaborative tools like shared documents and discussion boards. Moreover, efforts were made to promote student engagement by utilizing interactive features such as polls, quizzes, and discussions, implementing timely feedback mechanisms, and fostering peer collaboration within the platform. Participants also discussed developing assessment methods aligned with CBE competencies, emphasizing the importance of rubrics, self-assessment tools, and a balanced approach to formative and summative assessments. Professional development initiatives were noted to support educators in effectively implementing CBE principles, including workshops, training sessions, and collaboration with instructional designers to design and implement effective CBE curriculum. Interpersonal dynamics played a significant role, emphasizing collaboration and communication channels within Microsoft Teams to facilitate effective stakeholder collaboration. Clear guidelines and expectations for communication etiquette were established to ensure productive interaction.
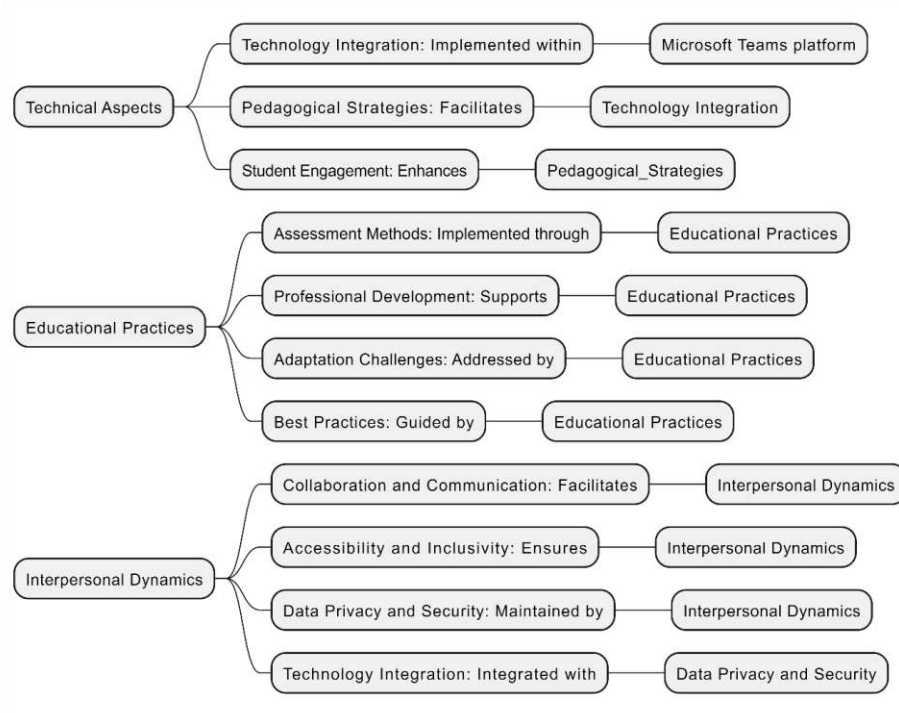
Figure 1. Thematic Analysis Result

Additionally, measures were implemented to ensure accessibility and inclusivity for all learners, including compatibility with assistive technologies, alternative content formats, and language support for multilingual learners. Finally, participants highlighted the importance of data privacy and security protocols within Microsoft Teams to safeguard sensitive student data. Encryption protocols, access controls, and transparent policies and guidelines were established to ensure compliance with data protection regulations and standards, with regular audits conducted to maintain security. The thematic analysis highlights the multi-faceted approach required to successfully integrate and implement CBE within the Microsoft Teams platform, encompassing technical, educational, and interpersonal aspects.

CBE goals and learning outcomes are clear, which matches participants' emphasis on pedagogical practices to improve language competence and student engagement.

Participants' efforts to establish CBE-aligned assessment methodologies and balance formative and summative assessments contributed to language proficiency growth. According to the theme analysis, Microsoft Teams' ease of navigation and usability matches members' focus on explicit communication etiquette norms. Additionally, CBE tools and materials reflect participants' perspectives on timely feedback methods and peer cooperation via Microsoft Teams. Finally, professional development and instructional designer cooperation for CBE in Teams demonstrate participants' dedication to platform accessibility, diversity, and data protection and security

Table 2. Result of Descriptive Statistics regarding the effectiveness of integrating CBE into Microsoft Teams

Survey Item	Frequency					Mean Score	Standard Deviation
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		
Overall satisfaction with CBE integration	3	6	8	10	12	4.49	2.95
Clarity of CBE objectives and learning outcomes	5	7	9	8	10	6.23	2.47
Engagement levels during CBE activities	8	9	5	10	7	6.10	1.93
Perceived improvement in language proficiency	10	6	4	11	8	6.23	2.82
Effectiveness of assessment methods in CBE	4	6	7	12	10	6.87	2.72
Ease of navigation and usability of Microsoft Teams	6	5	8	11	9	6.62	2.05
Availability of resources and materials for CBE	7	8	6	9	9	7.10	1.22
Support received for implementing CBE in Teams	9	7	6	8	9	7.05	1.56

The descriptive statistics provide valuable insights into the effectiveness of integrating Competency-Based Education (CBE) into the Microsoft Teams platform, as perceived by the participants (n = 39). Overall, the mean scores indicate a generally positive perception across various aspects of CBE integration, with standard deviations reflecting the degree of variability in responses. Regarding overall satisfaction with CBE integration, the mean score of 4.49 suggests a moderately positive sentiment, with a standard deviation of 2.95 indicating some variability in participants' satisfaction levels. This variability is also evident in other survey items, such as engagement levels during CBE activities (mean score of 6.10, standard deviation of 1.93) and perceived improvement in language proficiency (mean score of 6.23, standard deviation of 2.82). Participants generally expressed higher satisfaction with certain aspects, such as the availability of resources and materials for CBE (mean score of 7.10), indicating a solid agreement with the effectiveness of these resources within Microsoft Teams. Conversely, there were areas where participants were more critical, such as the clarity of CBE objectives and learning outcomes (mean score of 6.23) and the ease of navigation and usability of Microsoft Teams (mean score of 6.62).

Research question "What pedagogical strategies and technological features within Microsoft Teams are most conducive to fostering competency development in English language learners?"

The research question at hand examines pedagogical strategies and technological features within the Microsoft Teams platform. With the increasing reliance on digital tools for educational purposes, understanding the efficacy of specific approaches becomes paramount in shaping effective language learning environments. This study embarks on a comprehensive investigation to discern the pedagogical methods and technological functionalities that exhibit the most significant potential for nurturing competence among English language learners within the framework of Microsoft Teams.

Table 3 The Result of thematic analysis of focusing on pedagogical strategies and technological features

Theme	Sub-Theme	Example Responses
Pedagogical Strategies	Project-Based Learning	"We implemented project-based learning activities where students collaborated on real-world projects, such as creating multimedia presentations on cultural topics." (Participants 12)
	Collaborative Activities	"We incorporated group discussions and collaborative problem-solving tasks using Microsoft Teams' shared documents and discussion boards." (Participants)
	Differentiated Instruction	"We offered a variety of learning tasks with different levels of difficulty to cater to individual student needs and learning styles." (Participants 3)
Technological Features	Chat	"The chat feature allowed students to ask questions and seek clarification on assignments, fostering a sense of community and support." (Participants 22)
	Video Conferencing	"We conducted live video sessions where students could participate in discussions and interact with classmates and the instructor." (Participants 18)
	File Sharing	"We shared lecture slides, readings, and multimedia resources through Microsoft Teams, providing easy access to course materials for all students." (Participants 2)
Emerging Themes	Gamification	"We introduced gamified quizzes and challenges within Microsoft Teams to make learning more interactive and enjoyable for students." (Participants 5)
	Peer Feedback	"Students gave feedback to each other on presentations and assignments using Microsoft Teams' peer review feature, enhancing their communication skills." (Participants 6)
	Multimedia Resources	"We incorporated multimedia resources into lessons, including videos and podcasts related to course topics, to provide engaging and varied learning materials." (Participants 10)

Under the theme of "Pedagogical Strategies," participants highlighted the implementation of various effective teaching methods. Project-based learning emerged as a prominent sub-theme, with participants describing the integration of real-world projects to enhance student

engagement and collaboration. Collaborative Activities also played a significant role, as educators utilized group discussions and problem-solving tasks within digital platforms like Microsoft Teams to facilitate interactive learning experiences. Additionally, the theme of Differentiated Instruction underscored the importance of catering to diverse learning needs by offering tasks of varying difficulty levels. Conversely, under the theme of "Technological Features," participants discussed the utilization of digital tools to enhance teaching and learning experiences. The Chat feature within Microsoft Teams facilitated real-time communication, allowing students to seek clarification and foster a sense of community. Video Conferencing emerged as another essential feature, enabling live discussions and interactions among students and instructors. File Sharing functionalities facilitated easy access to course materials, enriching the learning process with multimedia resources.

Moreover, the analysis revealed several emerging themes, indicating potential directions for future research and instructional practices. Gamification, for instance, emerged as a promising strategy to make learning interactive and enjoyable for students. Peer Feedback mechanisms within digital platforms like Microsoft Teams were also recognized for enhancing communication skills through collaborative assessment processes. Additionally, the integration of Multimedia Resources was highlighted for providing engaging and varied learning materials to enrich the educational experience. Overall, the thematic analysis sheds light on the diverse array of pedagogical strategies and technological features employed in educational settings. These findings underscore the importance of leveraging both innovative teaching methods and digital tools to create dynamic and engaging learning environments conducive to student success and competency development
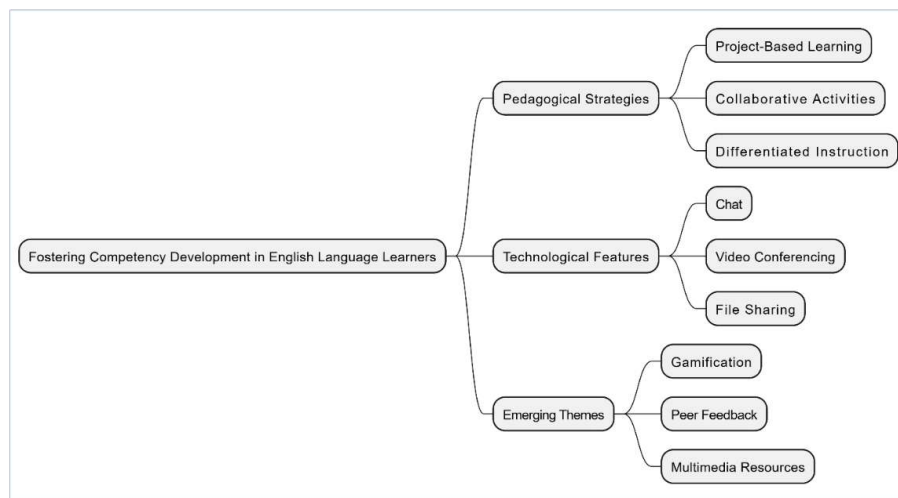
Figure 2. Thematic analysis result mind mapping

Based on figure 2, add more explanation about the figure here. The figure 2 outlines a framework for fostering competency development in English language learners, emphasizing the integration of pedagogical strategies and technological features. Key pedagogical strategies include project-based learning, collaborative activities, and differentiated instruction, which encourage active, team-based, and personalized learning experiences. Technological features such as chat, video conferencing, file sharing, gamification, peer feedback, and multimedia resources support these strategies by facilitating communication, enhancing engagement, and providing diverse learning materials. Emerging themes like gamification and peer feedback highlight innovative approaches to boost motivation and reflective learning, demonstrating the potential of combining effective teaching methods with advanced technology to enhance language competency.

The thematic analysis has provided valuable insights into the pedagogical strategies and technological features utilized within educational settings, shedding light on their significance

in fostering effective learning environments. However, to further validate and enhance our understanding of these findings, conducting correlation analysis becomes imperative. By exploring potential correlations between the utilization of specific pedagogical strategies or technological features and competency development outcomes, we can elucidate the extent to which these factors influence students' language proficiency, engagement levels, and overall learning experiences. This correlation analysis serves as a complementary approach to the thematic analysis, offering quantitative evidence to support the qualitative insights gleaned from the thematic analysis. Through this combined approach, we aim to provide a comprehensive understanding of the interplay between pedagogy, technology, and competency development outcomes in English language learning contexts.

Table 4. The correlation coefficients and significance levels for various pedagogical strategies and technological features within Microsoft Teams

		Intensity of Pedagogical Strategy Implementation	Usage Metrics of Technological Features	Competency Development Outcomes	Engagement Metrics	Feedback or Assessment Scores
Use of Project-Based Learning	Pearson Correlation Coefficient	1	.567	.664	.637	0.58
	Sig. (2-Tailed)	.	.126	.211	.000	.147
	N	39	39	39	39	39
Integration of Collaborative Activities	Pearson Correlation Coefficient	.657	1	.3164	.132	.214
	Sig. (2-Tailed)	.000	.	.000	.000	.000
	N	39	39	39	39	39
Utilization of Differentiated Instruction Methods	Pearson Correlation Coefficient	.326	.135	1	.235	-.235
	Sig. (2-Tailed)	.000	.000	.	.000	.670
	N	39	39	39	39	39
Use of Chat Features in Microsoft Teams	Pearson Correlation Coefficient	.235	.157	.239	.236	.314
	Sig. (2-Tailed)	.000	.000	.000	.	.0247
	N	39	39	39	39	39
Integration of Video Conferencing in Microsoft Teams	Pearson Correlation Coefficient	.789	.236	.247	.268	.147
	Sig. (2-Tailed)	.000	.000	.000	.000	.
	N	39	39	39	39	39
Use of File Sharing Functionalities in Microsoft Teams	Pearson Correlation Coefficient	.237	.287	.669	.697	.170
	Sig. (2-Tailed)	.000	.000	.000	.	.000
	N	39	39	39	39	39

*Correlation is significant at the 0.01 level (Two Tailed)

The Table 4 presents the correlation coefficients and significance levels for various pedagogical strategies and technological features within Microsoft Teams, and their relationship to competency development outcomes, engagement metrics, and feedback or assessment scores in competency-based English language teaching. Project-based learning shows significant correlations with engagement metrics (r = .637, p = .000), indicating its positive impact on student involvement. Collaborative activities also demonstrate strong correlations with multiple outcomes, including competency development (r = .3164, p = .000) and feedback scores (r = .214, p = .000). Differentiated instruction, while less strongly correlated with competency outcomes, still shows relevance to engagement (r = .235, p = .000). Technological features like chat, video conferencing, and file sharing also exhibit significant correlations with various educational metrics, underscoring their importance in enhancing student engagement and facilitating competency development

Further, Table 2 presents the Pearson correlation results examining the relationships between various pedagogical strategies, technological features within Microsoft Teams, and competency development outcomes among English language learners. The analysis reveals significant correlations between different elements, providing valuable insights into their potential impact on student learning experiences. The use of Project-Based Learning demonstrates a moderate positive correlation with both Usage Metrics of Technological Features (r = 0.567, p < 0.01) and Competency Development Outcomes (r = 0.664, p < 0.01). This suggests that higher implementation of project-based learning activities within Microsoft Teams correlates with increased usage of technological features and improved competency development outcomes among learners. Similarly, the Integration of Collaborative Activities exhibits a strong positive correlation with the Intensity of Pedagogical Strategy Implementation (r = 0.657, p < 0.01), indicating that a greater emphasis on collaborative activities is associated with intensified pedagogical strategy implementation. On the other hand, Utilization of Differentiated Instruction Methods shows a weak positive correlation with Engagement Metrics (r = 0.235, p < 0.01), implying that employing differentiated instruction methods within Microsoft Teams may contribute to increased student engagement levels. However, the correlation between differentiated instruction methods and Competency Development Outcomes is not statistically significant (r = 0.135, p > 0.05), suggesting a limited association between these variables. Additionally, the use of Chat Features in Microsoft Teams exhibits a weak positive correlation with Engagement Metrics (r = 0.236, p < 0.01), indicating that utilizing chat features may contribute to enhanced student engagement levels. However, the correlation between chat features and Competency Development Outcomes is not statistically significant (r = 0.157, p > 0.05), suggesting that the impact of chat features on competency development may be less pronounced.

The moderate to strong positive correlations observed between the use of Competence-Based Learning and both technological feature usage and competency development outcomes suggest that integrating Competency-Based English Language Teaching (CBELT) activities within Microsoft Teams can be a practical approach. Specifically, the data indicates that project-based learning, a key pedagogical strategy, shows a strong positive correlation with engagement metrics (r = .637, p = .000). This suggests that students participating in project-based learning activities are more actively engaged, which is crucial for competency development. Sinlapaninman and Pattanachai (2022) expanded on the topic by stating that CBL encourages active learning, collaboration, and problem-solving skills, aligning well with the collaborative nature of digital platforms like Microsoft Teams. Portuguez Castro and Gomez Zermeno (2020) added to the explaination that educators can leverage CBELT to engage students in authentic, real-world tasks while utilizing the platform's features to facilitate collaboration and knowledge sharing. The integration of collaborative activities within Microsoft Teams correlates positively with competency development outcomes (r = .3164, p = .000) and feedback or assessment scores (r = .214, p = .000). These correlations highlight that students who engage in collaborative tasks not only develop their competencies more effectively but also receive higher assessment scores, reflecting a deeper understanding and application of their language skills. Similarly, Matitaputty et al. (2024) elaborated on their

point, explaining that the correlations between the Integration of Collaborative Activities and intensified pedagogical strategy implementation underscore the importance of fostering collaborative learning experiences within digital environments. García-Morales et al. (2021) brought forward the idea that Microsoft Teams offers various tools, such as shared documents and discussion boards, that support collaborative activities and group work. By integrating collaborative activities effectively, educators can promote peer learning, communication skills, and critical thinking abilities among students, thereby enhancing competency development outcomes.

Microsoft Teams offers the capability to incorporate various multimedia elements, interactive presentations, and real-time collaboration tools, Rojabi (2020) offered their insight by explaining that which can be utilized to enhance language learning and assessment. By utilizing these features, educators can create authentic language tasks and simulations that mirror real-world communication scenarios, thus promoting the development of relevant language competencies. The utilization of differentiated instruction methods, while showing a slightly weaker correlation with competency outcomes ($r = .235$, $p = .000$), still positively impacts engagement ($r = .235$, $p = .000$). This underscores the importance of catering to diverse learning needs to maintain high levels of student engagement. Zhai et al. (2018) elaborated on their point, explaining that one of the key benefits of integrating Competency-Based English Language Teaching (CBELT) into the Microsoft Teams platform is the ability to provide personalized and differentiated instruction to students. With the use of channels and other features, Pal and Vanijja, (2020) expanded on the topic by stating that instructors can tailor their approach to address specific language competencies for individual students, creating a more customized learning experience. The use of video conferencing correlates strongly with competency development outcomes ($r = .247$, $p = .000$) and engagement metrics ($r = .268$, $p = .000$). Similarly, the use of chat features and file sharing functionalities show positive correlations with various educational metrics, such as engagement (chat features: $r = .236$, $p = .000$) and competency development (file sharing: $r = .669$, $p = .000$). This level of personalization can lead to improved student engagement, motivation, and, ultimately, better learning outcomes. Lin and Tiao (2022) provided context by explaining that assessment in CBELT can be more nuanced than traditional methods, as it focuses on evaluating students' ability to apply language skills in real-world contexts. While the correlations between certain technological features (e.g., Chat Features) and competency development outcomes were not statistically significant, they still demonstrated positive associations with engagement metrics. Chaka et al. (2022) weighed in by stating that leveraging communication tools within Microsoft Teams, such as chat features, can contribute to fostering student engagement and interaction. Effective communication is essential for language acquisition and proficiency development, and integrating such features can facilitate meaningful interactions among students and instructors. These findings underscore the importance of aligning pedagogical strategies with the functionalities of digital platforms like Microsoft Teams to implement Competency-Based English Language Teaching effectively.

This can be achieved through the creation of authentic assessment tasks where students demonstrate their language competencies in practical scenarios. By leveraging the collaborative nature and communication tools offered by the platform, Alshuraiaan (2023) followed up with the explanation that educators can create dynamic and engaging learning environments that promote competency development in English language learners. Additionally, these insights highlight the need for ongoing professional development and support for educators to effectively utilize these pedagogical strategies and technological features within digital learning environments. Hubbard et al. (2021) continued by explaining that Microsoft Teams provides various tools for creating and administering such assessments, allowing educators to evaluate students' language proficiency more comprehensively and authentically. However, some educators argue that the reliance on digital platforms like Microsoft Teams may lead to a lack of authentic face-to-face interaction, which is crucial for language development. Nastase (2020) followed that up with the confirmation that language learning is inherently social and that the platform may limit opportunities for spontaneous, real-time communication.

Pedagogical strategies and technological features can be strategically leveraged to support language acquisition and proficiency. One pedagogical strategy that is particularly conducive to competency development is task-based learning. By implementing task-based activities within Microsoft Teams, educators can create authentic language tasks that require students to use language skills in real-world scenarios. The use of task-based learning (TBL) as a pedagogical strategy within Microsoft Teams underscores its effectiveness in developing language competencies. Task-based learning emphasizes real-world tasks that require active language use, promoting practical application of language skills. The platform's capabilities allow educators to design and implement these tasks seamlessly, providing students with authentic language practice. This approach moves beyond rote memorization and grammar drills, fostering deeper engagement and practical language use. Cañadas (2023) shared their perspective, stating that the use of formative assessment strategies can greatly contribute to competency development. Microsoft Teams provides various tools for formative assessment, such as quizzes, polls, and surveys, which allow educators to gauge students' understanding of language concepts in real-time. By continuously assessing students' progress and providing feedback, Kazumyan and Eragamreddy (2024) delved into the details, explaining that instructors can identify areas for improvement and tailor their instruction to meet the specific language competency needs of each student. The technological features within Microsoft Teams offer valuable support for fostering competency development. The integration of CBELT within Microsoft Teams can potentially reshape educational practices in language teaching. The platform supports a shift from teacher-centered to student-centered learning, where students take a more active role in their learning process. The continuous assessment and feedback mechanisms help create a learning environment that is responsive to student needs, promoting self-directed learning and autonomy. Doush et al. (2023) discussed further, mentioning that the platform's multimedia capabilities, including video conferencing, screen sharing, and interactive whiteboards, can be utilized to create engaging and immersive language learning experiences. Contrary to expectations, the integration of formative assessment tools such as quizzes, polls, and surveys encountered several challenges. While these tools are designed to provide real-time feedback and support continuous learning, many educators reported difficulties in effectively utilizing them within the Microsoft Teams environment. Issues such as technical glitches, limited familiarity with the tools, and the additional time required to design and implement formative assessments were cited as significant barriers. For instance, Transinata (2022) deepened the discussion by explaining that educators can conduct virtual language labs where students practice speaking and listening skills through live conversations and audio recordings. The integration of collaborative tools, such as shared documents and real-time editing features, Rojabi (2020) deepened the understanding by explaining that enables students to engage in collaborative writing and editing exercises, fostering the development of written language competencies. One of the most surprising findings was the unexpectedly high level of student engagement with collaborative tools such as shared documents and real-time editing features. While it was anticipated that these tools would facilitate collaborative learning, the extent to which students utilized them and the resultant positive impact on their language competency development was remarkable. By providing a platform for interactive and collaborative language practice, educators can effectively foster the development of language competencies in English language learners within the Microsoft Teams environment.

CONCLUSION

Integrating CBE into Microsoft Teams requires careful consideration of technical and pedagogical aspects. The study identified critical technical considerations through thematic analysis, such as compatibility with existing systems, network connectivity, and device compatibility. Pedagogically, strategies like project-based learning, differentiated instruction, and collaborative tools were highlighted as essential for effective CBE implementation.

Specific pedagogical strategies and technological features within Microsoft Teams play significant roles in fostering competency development: collaborative activities, differentiated instruction, and multimedia resources enhanced engagement and language proficiency. Chat, video conferencing, and file sharing also facilitated communication and resource accessibility. The research was conducted within a specific educational context and may not be entirely generalizable to other settings. The reliance on self-reported data and the relatively small sample size in the qualitative phase may limit the depth of insights. Future research could explore longitudinal studies to assess the long-term impact of CBE integration in language learning. Further investigation into specific pedagogical approaches and technological features, such as gamification or adaptive learning, could provide deeper insights into their effectiveness. Examining students' perspectives from diverse linguistic and cultural backgrounds would offer a more comprehensive understanding of CBE's applicability.

CONFLICTS OF INTEREST

The authors affirm there are no conflicts of interest related to the publication of the article.

AUTHOR CONTRIBUTIONS

Prasetya, R.E. : [Step 1] Conceptualization, methodology, data analysis, and writing-original draft preparation. [Step 2]: Literature review, research design, data collection, and validation. [Step 3]: Contribution to theoretical framework, interpretation of results, and manuscript editing. [Step 4]: Software development, data processing, visualization, and manuscript review. [Step 5]: Supervision, project administration, funding acquisition, and manuscript review & editing.

REFERENCES

Al-Qora'n, L., Salem, O. A. S., & Gordon, N. (2022). Heuristic evaluation of microsoft teams as an online teaching platform: An educators' perspective. *Computers, 11*(12), 175. https://doi.org/10.3390/computers11120175

Alshuraiaan, A. (2023). Exploring the relationship between teacher-student interaction patterns and language learning outcomes in TESOL classrooms. *Journal of English Language Teaching and Applied Linguistics, 5*(3), 25–34. https://doi.org/10.32996/jeltal.2023.5.3.3

Baker, L. A., & Spencely, C. (2020). Blending microsoft teams with existing teaching environments to increase access, inclusivity and engagement. *Journal of the Foundation Year Network, 3*, 3–20. retrieved from https://jfyn.co.uk/index.php/ukfyn/article/view/58

Bakonyi, V., Illés, Z., & Szabó, T. (2022). Real-time interaction tools in virtual classroom systems. In *Recent Innovations in Computing: Proceedings of ICRIC 2021, Volume 2* (pp. 625–636). Springer. https://doi.org/10.1007/978-981-16-8892-8_47

Cañadas, L. (2021). Contribution of formative assessment for developing teaching competences in teacher education. *European Journal of Teacher Education, 46*(3), 516–532. https://doi.org/10.1080/02619768.2021.1950684.

Cenoz, J., & Gorter, D. (2020). Teaching English through pedagogical translanguaging. *World Englishes, 39*(2), 300–311. Portico. https://doi.org/10.1111/weng.12462.

Chaka, C., Nkhobo, T., & Lephalala, M. (2022). Leveraging student engagement through ms teams at an open and distance e-learning institution. J*ournal of Education and E-Learning Research, 9*(3), 136–146. https://doi.org/10.20448/jeelr.v9i3.4102

Delane, R. (2023). *Opportunities for competency-based learning in software development courses*. [Doctoral Dissertation the Pennsylvania State University]. https://etda.libraries.psu.edu/catalog/29852rjd5247

Doush, I. A., Al-Jarrah, A., Alajarmeh, N., & Alnfiai, M. (2022). Learning features and accessibility limitations of video conferencing applications: Are people with visual impairment left behind. *Universal Access in the Information Society, 22*(4), 1353–1368. https://doi.org/10.1007/s10209-022-00917-4

Egbert, J. L., & Shahrokni, S. A. (2019). Balancing old and new: Integrating competency-based learning into CALL teacher education. *The JALT CALL Journal, 15*(1), 3–18. https://doi.org/10.29140/jaltcall.v15n1.156

Eristi, B., & Polat, M. (2017). The effectiveness of Synectic instructional model on foreign language vocabulary teaching. *International Journal of Languages' Education*, *5*(2), 59–76. https://doi.org/10.18298/ijlet.1753

García-Morales, V. J., Garrido-Moreno, A., & Martín-Rojas, R. (2021). The transformation of higher education after the Covid disruption: Emerging challenges in an online learning scenario. *Frontiers in Psychology, 12*. https://doi.org/10.3389/fpsyg.2021.616059

Heritage, M., Walqui, A., & Linquanti, R. (2020). *English language learners and the new standards: Developing language, content knowledge, and analytical practices in the classroom*. Harvard Education Press.

Ho, T. T. H., Le, V. H., Nguyen, D. T., Nguyen, C. T. P., & Nguyen, H. T. T. (2023). Effects of career development learning on students' perceived employability: A longitudinal study. *Higher Education*, *86*(2), 297–315. https://doi.org/10.1007/s10734-022-00933-6

Hubbard, M., Bailey, M. J., Hess, D., & Hellebro, M. (2021). *Mastering microsoft teams*. Springer. https://doi.org/10.1007/978-1-4842-6898-8

Hung, J.-F., & Tsai, C.-Y. (2020). The effects of a virtual laboratory and metacognitive scaffolding on students' data modeling competences. *Journal of Baltic Science Education*, *19*(6), 923–939. https://doi.org/10.33225/jbse/20.19.923

Kazumyan, I., & Eragamreddy, N. (2024). Using blendi approach to improve the EFL students' language skills. *Journal of Teaching English for Specific and Academic Purposes*, 39–54. https://doi.org/10.22190/jtesap231013004k

Kharkivska, A. (2020). The competency-based approach as methodology of professional training of future teachers in the conditions of education informatization. *Problems of Engineer-Pedagogical Education*, *67*, 27–35. https://doi.org/10.32820/2074-8922-2020-67-27-35

Kiger, M. E., & Varpio, L. (2020). Thematic analysis of qualitative data: AMEE Guide No. 131. *Medical Teacher, 42*(8), 846–854. https://doi.org/10.1080/0142159X.2020.1755030

Lin, T.-Y., & Tiao, W.-J. (2022). Promoting competency-based language teaching through the application of multimodal materials. *International Journal of Learning and Teaching*, 86–92. https://doi.org/10.18178/ijlt.8.2.86-92

Matitaputty, C., Nusantara, T., Hidayanto, E., & Sukoriyanto. (2024). How mathematics teachers' special knowledge changing: A case study in the Professional Teacher Education program. Journal on Mathematics Education, 15(2), 545–574. https://doi.org/10.22342/jme.v15i2.pp545-574

McCallum, L. (2023). New takes on developing intercultural communicative competence: Using AI tools in telecollaboration task design and task completion. *Journal for Multicultural Education, 18*(1/2), 153–172. https://doi.org/10.1108/jme-06-2023-0043

Meenambal, D. S., & Meenakshi, S. (2022). The effectiveness of communication strategies to develop the communicative competency of ESL learners. *Theory and Practice in Language Studies, 12*(10), 1961–1968. https://doi.org/10.17507/tpls.1210.02

Moorhouse, B. L., Li, Y., & Walsh, S. (2021). E-classroom interactional competencies: mediating and assisting language learning during synchronous online lessons. *RELC Journal, 54*(1), 114–128. https://doi.org/10.1177/0033688220985274

Moldasan, K. (2023). Competency-based approach to learning is a new trend in education. *Journal of Educational Sciences, 76*(3). https://doi.org/10.26577/jes.2023.v76.i3.013

Munna, A. S., & Kalam, M. A. (2021). Teaching and learning process to enhance teaching

effectiveness: Literature review. *International Journal of Humanities and Innovation (IJHI), 4*(1), 1–4. https://doi.org/10.33750/ijhi.v4i1.102

Muthuswamy, V. V., Akilandeswari, S. (2023). Navigating work stress and cultural competency: Linguistic challenges, host country language ability, and difficulty as key influences. *Eurasian Journal of Applied Linguistics, 9*(2), 212-227. Doi: http://dx.doi.org/10.32601/ejal.902018

Nair, P. K., & Fahimirad, M. (2019). A qualitative research study on the importance of life skills on undergraduate students' personal and social competencies. *International Journal of Higher Education, 8*(5), 71-83. https://doi.org/10.5430/ijhe.v8n5p71.

Ngoc, T. P., & Phung, L. T. K. (2021). Online language learning via Moodle and Microsoft teams: students' challenges and suggestions for improvement. *Proceedings of the 17th International Conference of the Asia Association of Computer-Assisted Language Learning (AsiaCALL 2021).* https://doi.org/10.2991/assehr.k.210226.013

Narayn, H. (2023). *Teams and Power Virtual Agents*. In: Building the Modern Workplace with SharePoint Online. Apress, Berkeley, CA. https://doi.org/10.1007/978-1-4842-9726-1_8.

Năstase, A. G. (2020). *Autonomy and technology in language learning: Opportunities and limitations of online language exchanges*. [Doctoral dissertation, Università degli Studi di Padova] http://tesi.cab.unipd.it/64361/1/Andra_Gabriela_Nastase_2020.pdf

Pal, D., & Vanijja, V. (2020a). Perceived usability evaluation of Microsoft Teams as an online learning platform during COVID-19 using system usability scale and technology acceptance model in India. *Children and Youth Services Review*, *119*, 105535. https://doi.org/10.1016/j.childyouth.2020.105535

Pal, D., & Vanijja, V. (2020b). Perceived usability evaluation of Microsoft Teams as an online learning platform during COVID-19 using system usability scale and technology acceptance model in India. *Children and Youth Services Review*, *119*, 105535. https://doi.org/10.1016/j.childyouth.2020.105535

Portuguez Castro, M., & Gómez Zermeño, M. G. (2020). Challenge based learning: Innovative pedagogy for sustainability through e-learning in higher education. *Sustainability, 12*(10), 4063. https://doi.org/10.3390/su12104063

Purpura, J. E. (2021). *A Rationale for using a scenario-based assessment to measure competency-based, situated second and foreign language proficiency*. In Monica Masperi, Cristiana Cervini Yves Bardieri (eds.) *Evaluation des acquisitions langagieres: du formatif au certificatif. mediAzioni* 32:A54-A96. http://www,mediazoni.sitlec.unibo.it.

Radia, B. (2019). Approaching a reading course via moodle-based blended learning: EFL learners' insights. *Modern Journal of Language Teaching Methods (MJLTM)*, *9*(11), 0. http://dx.doi.org/10.26655/mjltm.2019.11.1

Red'ko, V., Sorokina, N., Smovzhenko, L., Onats, O., & Chyzhevski, B. (2023). Situational foreign language instruction in competency-based learning framework: Ukrainian experience. *International Journal of Learning, Teaching and Educational Research*, 22(5), 637–657. https://doi.org/10.26803/ijlter.22.5.33

Rojabi, A. R. (2020). Exploring efl students' perception of online learning via Microsoft teams: university level in Indonesia. *English Language Teaching Educational Journal, 3*(2), 163-173. https://doi.org/10.12928/eltej.v3i2.2349

Rose, H., Curle, S., Aizawa, I., & Thompson, G. (2019). What drives success in English medium taught courses? The interplay between language proficiency, academic skills, and motivation. *Studies in Higher Education, 45*(11), 2149–2161. https://doi.org/10.1080/03075079.2019.1590690

Saint, M. (2021.). *Development of a curriculum based on content and language integrated learning and competency-based education for enhancing business English writing ability of undergraduate students.* [Doctoral dissertation, Chulalongkorn University] https://doi.org/10.58837/chula.the.2021.123

Scoular, S., Huntsberry, A., Patel, T., Wettergreen, S., & Brunner, J. M. (2021). Transitioning competency-based communication assessments to the online platform: Examples and

student outcomes. *Pharmacy, 9*(1), 52. https://doi.org/10.3390/pharmacy9010052

Shtaltovna, Y., & Muzzu, C. (2021). Enhancing students' digital competencies within the Employability module of the University of Europe's skills-based curricula. *Proceedings of the First GiLE4Youth International Conference: The Development of Competencies for Employability*, 71–89. https://doi.org/10.56611/conf.proc.2021.1.71-89

Sinlapaninman, U., & Pattanachai, N. (2022a). Enhancing pre-service computer teachers' online teaching ability through blended distance learning with competency-based classroom simulation activities. *International Online Journal of Education and Teaching*, *9*(3), 1145–1155. https://iojet.org/index.php/IOJET/article/view/1678

Sinlapaninman, U., & Pattanachai, N. (2022b). Enhancing pre-service computer teachers' online teaching ability through blended distance learning with competency-based classroom simulation activities. *International Online Journal of Education and Teaching*, *9*(3), 1145–1155. https://iojet.org/index.php/IOJET/article/view/1678

Sobaih, A. E. E., Salem, A. E., Hasanein, A. M., & Elnasr, A. E. A. (2021). Responses to COVID-19 in higher education: students' learning experience using Microsoft teams versus social network sites. *Sustainability, 13*(18), 10036. https://doi.org/10.3390/su131810036

Taherdoost, H. (2022). What are different research approaches? Comprehensive review of qualitative, quantitative, and mixed method research, their applications, types, and limitations. *Journal of Management Science & Engineering Research, 5*(1), 53–63. https://doi.org/10.30564/jmser.v5i1.4538

Transinata, T. (2022). A new challenge: The reconstruction of online language laboratory on distance learning. *Educational Challenges,* 27(1), 34–46. https://doi.org/10.34142/2709-7986.2022.27.1.03

Vail, T. (2019). Self-paced English as a foreign language in a Competency based education program for Korean learners. *The Journal of Competency-Based Education*, *4*(3), e01195. https://doi.org/10.1002/cbe2.1195

Vivek, R., & Nanthagopan, Y. (2021). Review and comparison of multi-method and mixed method application in research studies. *European Journal of Management Issues, 29*(4), 200–208. https://doi.org/10.15421/192119.

Zhai, X., Fang, Q., Dong, Y., Wei, Z., Yuan, J., Cacciolatti, L., & Yang, Y. (2018). The effects of biofeedback-based stimulated recall on self-regulated online learning: A gender and cognitive taxonomy perspective. *Journal of Computer Assisted Learning*, *34*(6), 775–786. Portico. https://doi.org/10.1111/jcal.12284

Zhao, X., & McClure, C. D. (2022). Gather. Town: A gamification tool to promote engagement and establish online learning communities for language learners. *RELC Journal*, 55(1), https://doi.org/10.1177/00336882221097216

Zuraini, Misnawati & Nofriati, E. (2021). Empowering speaking skill through Microsoft office 365 as a learning medium during a pandemic Covid 19. *The 1st International Conference on Research in Social Sciences and Humanities (ICoRSH 2020)*, 487–491. https://doi.org/10.2991/assehr.k.211102.062

Ramification of social-emotional learning on students' academic success in English: A systematic literature review

Ni Made Rini Antari[1]*, Made Hery Santosa[2], Tin. T. Dang[3]

[1]*English Language Education Department, Faculty of Language and Arts, Universitas Pendidikan Ganesha, Singaraja, Indonesia; email: rini@student.undiksha.ac.id*
[2]*English Language Education Department, Faculty of Language and Arts, Universitas Pendidikan Ganesha, Singaraja, Indonesia; email: mhsantosa@undiksha.ac.id*
[3]*Ho Chi Minh City University of Technology and Education, Vietnam; email: tin.dang@hcmute.edu.vn*

*Corresponding Author:
rini@student.undiksha.ac.id

ABSTRACT

This study aims to explore the previous research using systematic literature review related to the ramification between social-emotional learning competence (henceforth, SEL competence) and students' academic achievement in English learning context related to the integration of SEL in English learning. The study also investigates whether SEL competence levels of EFL/ESL students and teachers are correlate with students' academic success based on the literature review on the previous study related to the relationship between SEL and English achievement. This study belongs to systematic literature review using PRISMA model for data collection and thematic analysis to analyze the data. The result of systematic literature review showed that SEL competence has a positive correlation with EFL/ESL students' academic achievement which means the higher SEL competence levels that students have, the higher score in English subject they have. The result also indicated both English teachers' and students' SEL competence levels are important for teaching and learning process which connected to the motivation that can increase students' engagement to learn English. Result showed that the relationship between SEL competence levels and students' academic achievement in EFL/ESL context linked to the integration of SEL in the classroom, SEL play an important role as the way for students to learn how to control themselves, their relationships, emotions, and SEL does not replace anything in classroom.

Keywords: Academic Success; EFL/ESL; English Learning; Social-Emotional Competence; Social-Emotional Learning.

INTRODUCTION

In the 21st century skills development, besides critical thinking and collaboration skills, the ability of managing emotions and social skills is a crucial point for students, especially for English students for maintaining their academic success. The innovative strategy of increasing students' skills is needed in English learning context (Hadiyanto et al., 2021; Wiraningsih & Santosa, 2020; Yilmaz, 2021). In order to accomplish the 21st century learning, both teachers and students should be able to use different strategies in the classroom (Santosa et al., 2022; Sulaiman & Ismail, 2020). One of the strategies that can be used to maintain students' skills is social-emotional learning (henceforth, SEL). According to Casel (2013), SEL clarified as the procedures of study in which all people kids, young, and adult applying their knowledge, skills, and attitudes to develop their emotions management, healthy identities, personal

goals, showing empathy to each other, make responsible and fair decisions, and maintain a good relationship. SEL refers to the mindset, attitudes, and skills which sometimes named as "soft skills" or "non-cognitive skills" (Schonert-Reichl, 2022). SEL has interrelation with social-emotional competence, which refers to skills covered in SEL. SEL competence related to skills that covered in SEL, such as; self-awareness, self-management, social awareness, relationships skill, and responsible decision-making (Casel, 2020). SEL also have an important role in English learning, particularly in the EFL/ESL context. According to Ratminingsih (2017), English as a Foreign Language (henceforth, EFL) is the condition when learners already studied about their mother tongue language or national language before they learn about English. EFL is one of the branches of English learning where English not used as the communication language, but only used in the classroom while study which different from the English as a Second Language (henceforth, ESL) which means English is used on daily communication (Ratminingsih, 2017). Additionally, EFL/ESL in the context of learning English can be similar because English is not the mother tongue for students and they need approach that motivate them to learn English. Therefore, developing SEL is a crucial in EFL/ESL context because the ability of maintaining relationship and emotions can helps students to be sensitive in using English.

SEL competence also related to academic achievement of EFL students which refers to the outcomes that came from students' performances in the learning process. Academic achievement is the learning achievement that represent how much students have completed their learning goals and followed all the require activities in the learning process (Kane, 2017). Therefore, the implementation of SEL in English classroom and curriculum need to be increased because SEL strategies show positive result on students' emotions (Alejandra & Luna, 2020). Considering the substance of SEL competence, many research are conducted to find the interrelation between SEL competence and EFL students' learning achievement. For example, the research conducted in Hong Kong and Palembang, Indonesia with secondary students' participants showed that the social-emotional competence has a significant relationship with students' learning achievement and academic achievement in English context (Bai et al., 2021; Wirajaya et al., 2019). Another research in China also indicated the positive correlation between SEL competence, intimidation, and English students' learning engagement (Zhang et al., 2022). Moreover, SEL can be connected with emotional which related to pre-service teachers and students' anxiety (Santosa et al., 2023). Several studies also investigated the role of teacher SEL ability is not less crucial than students' SEL levels, especially in EFL context, teachers' social-emotional learning plays crucial role in students' learning motivation and academic achievement, managing social-emotional learning competence is a must among educators (Anisa et al., 2019; Hermana et al., 2021). The Integration of SEL into curriculum also help English teacher to face the challenges in English classroom (Santosa et al., 2021).

Overall, the previous studies agreed that social-emotional learning competence have a significant correlation for EFL students on their learning participation. The numbers of researches related to relationship between social-emotional competence and learning achievement is increasing, especially in East Asia and Indonesia. Almost all of the previous research investigated the relationships between SEL and EFL/ESL academic achievement using quantitative research and some of the articles are using qualitative or mixed-method research.
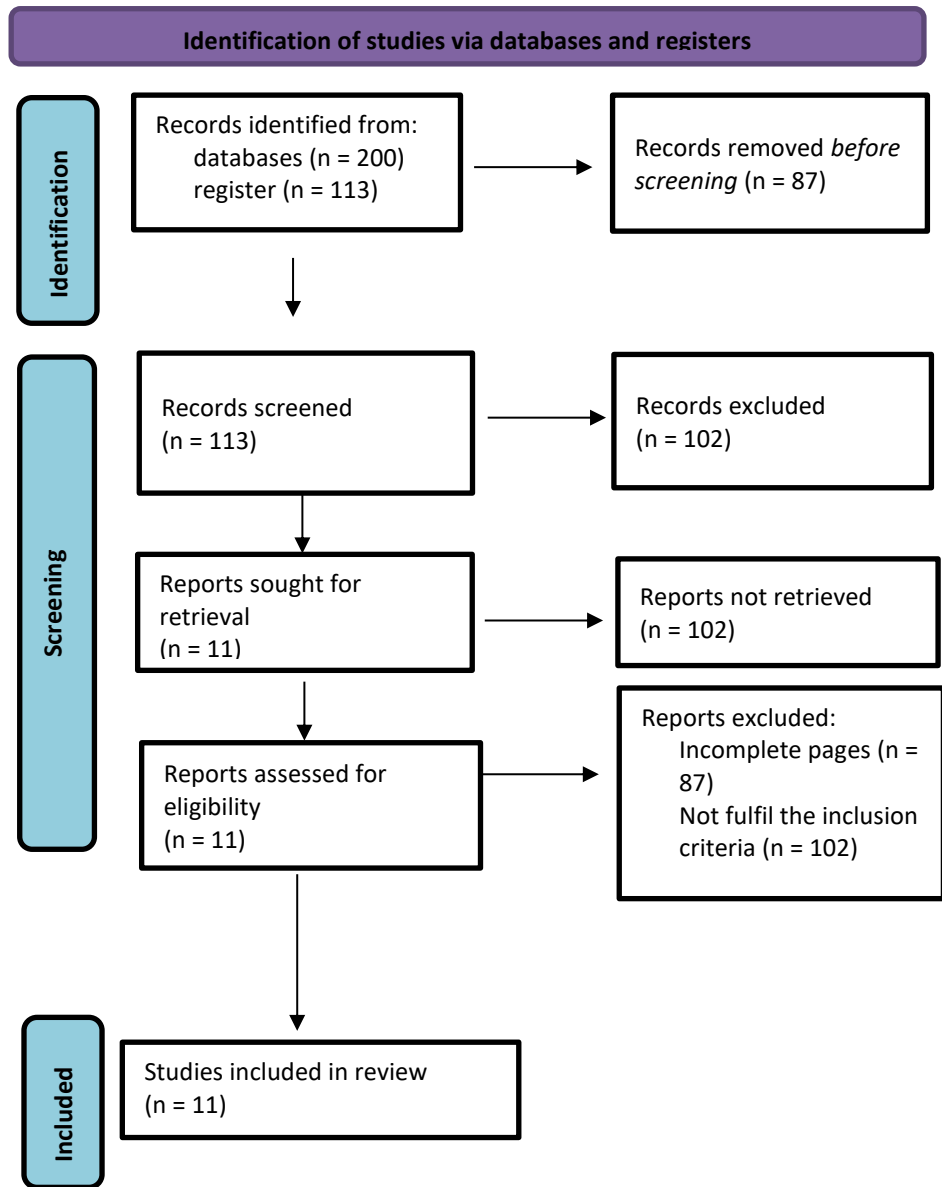
METHODS

Research method

In exploring the relationships between SEL competence and students' academic accomplishment in the English learning of EFL/ESL students, the related publication articles about the topic reviewed were the ones from 2019-2024. A systematic literature review technique was implemented to manage related information from several articles that

connected to the correlation between of SEL competence and the effect of SEL toward students' academic achievement in the EFL/ESL context, included other aspects related to SEL competence. A systematic literature review is one of scientific research guides that analyze and synthesize the existing studies or articles related to the topic chosen (Kraus et al., 2022). This article used the Preferred Reporting Items for Systematic Reviews and Thematic Analysis (PRISMA) Guidelines. The PRISMA standards were utilized to explain the schema and visually represent the results of data identification and review of the articles. The purposes of the application of the PRISMA technique are to offer eligible criteria, a data gathering process, data details, study information resources, and a result.

Data collection technique

This systematic review has reviewed the articles from Publish or Perish connected to Google scholar, an electronic database application that allows users to search for articles using specific keywords. The keywords were "SEL in EFL/ESL Context", "The impact of SEL in English learning", and "Relationship between SEL and academic achievement" with the time setting "2019-2024". There are three processes for reviewing the previous articles from the database: database and term of exploration process, implementation of acceptance and removal criteria, and acceptable research selection (Net et al., 2024). From the procedures of searching the studies in the database, 11 articles were obtained. The inclusion and exclusion criteria used to choose the article were particularly relevant to this study.

Identification of studies via databases and registers

Identification

Records identified from:
databases (n = 200)
register (n = 113)

Records removed *before screening* (n = 87)

Screening

Records screened
(n = 113)

Records excluded
(n = 102)

Reports sought for
retrieval
(n = 11)

Reports not retrieved
(n = 102)

Reports assessed for
eligibility
(n = 11)

Reports excluded:
Incomplete pages (n = 87)
Not fulfil the inclusion criteria (n = 102)

Included

Studies included in review
(n = 11)

Figure 1. Visual representation of the search and selection process based on criteria.

Figure 1 illustrates the examination and selection process. The criteria of exclusion were used to choose the non-criteria studies that did not suit the field of research, whilst the criteria of inclusion were used to identify the studies that did. After choosing the articles from the database, only 11 articles matched this research topic. This investigation included all the matched papers in study.

Table 1. Inclusion and exclusion criteria

Inclusion criteria	Exclusion criteria
The correlation between SEL competence and students' academic achievement in English learning	Not about the correlation between SEL competence and students' academic achievement in English learning
Must be about the relationships of SEL and English learning	Not about the relationships of SEL and English learning
The importance of teachers and students' SEL competence in EFL/ESL context	The importance of teachers and students' SEL competence not in EFL/ESL context
The role of SEL in EFL/ESL context	Not about the role of SEL in EFL/ESL context
The integration of SEL into curriculum	Not about the integration of SEL into curriculum
Published in the year 2019 - 2024	Not published in the year 2019 – 2024

Table 1 indicates the inclusion and exclusion criteria of the studies. The 11 articles that fit the inclusion criteria mostly discuss the correlation between SEL competence and EFL/ESL academic achievement. Some of the study also focused on the importance of SEL competence for teachers and students in the EFL/ESL context in improving students' engagement to learn English which become an opportunity for children to increase their participation and academic achievement in the classroom especially English class. None of the 11 articles considers another theory beside social-emotional learning for EFL/ESL students. The final findings of previous research are at different levels of education, starting from childhood EFL students until pre-service English teachers, of which the most common level is secondary school students. Based on the results of the previous studies, SEL competence has a significant relationship with EFL/ESL students' academic achievement, especially in Hong Kong, China, and Indonesia. Moreover, the role of SEL in the EFL context is crucial in maintaining good social and emotional conditions for both teachers and students.

Data analysis

This study used thematic and sub-thematic data analysis to find the results of the studies related to the discussion section. Based on the theory by Braun and Clarke, (2014), in the selection process thematic analysis is used to generate themes and sub-themes. Thematic analysis has function of making the illustration of results and discussion more methodical. Additionally, Surahman and Wang (2022) cited in Utami & Santosa (2023), demonstrated four steps of data analysis technique for each article reviewed, description synthesis framework includes of three parts: (1) prior synthesis, (2) relationship between the object of the study, and (3) strength of the synthesis. This study implemented a manual analysis process by reading each article carefully and selecting articles that fit the inclusion criteria.

RESULTS AND DISCUSSION

The relationships between teachers and students SEL and students' academic success in English learning

Table 2. An overview of the chose articles of the impact of SEL competence on academic success

No.	Authors	Findings	Methods	Relationships
1.	Bai et al., (2021)	The findings of this study revealed secondary students in Hong Kong have overall medium level of SEL competence.	Quantitative research	SEL competence and students' academic achievement are correlated.

No.				
		SEL competence influenced students' academic achievement especially self-awareness and self-management.		
2.	Wirajaya et al., (2019)	The findings of this study showed a weak correlation between SEL competence and EFL students' academic achievements.	Quantitative research	SEL competence and students' academic achievement are weakly correlated.
3.	Zhang et al., (2022)	The main findings are the relationship between Chinese EFL students' social-emotional competence, grit, and academic engagement shows positive and direct relationship.	Quantitative research	SEL competence and students' academic engagement are related.
4.	Anisa et al., (2019)	The study found a significant correlation between English teachers' SEL competence and students' English learning motivation	Quantitative research	Teachers' SEL competence and students' learning motivation are correlated.
5.	Gimbert et al., (2023)	The findings showed the analysis of educators' SEL competence levels using CASEL framework.	Systematic Literature Review	Educators SEL competence and CASEL framework are important in education.
6.	Suganda et al., (2021)	The study found that English teacher had the highest score in responsible decision-making and self-awareness skills with self-management as the lowest skills. Majority of students demonstrated moderate SEL competence.	Mixed method	English teachers' SEL competence related with students SEL competence.
7.	Teba, (2023)	The problem that faced a lot by teachers is hard to manage the classroom and SEL based activity helps to manage the classroom situation.	Quantitative research	SEL helps to manage classroom situations.
8.	Mihai et al., (2022)	This study found that online learning system with social and emotional engagement increase the effectiveness of English learning.	Empirical study	SEL maintained students' engagement to learn English.

9.	Yen et al., (2024)	This study found there is a need for the improvement in the consistent application of SEL aspects especially responsibility and choices practice in the Grade 10 English classroom.	Qualitative research	SEL need to be improve in English classroom.
10.	Бевз, (2023)	EFL trainee teacher should have a better understanding about SEL to maintain their students' well-being and skills development.	Qualitative research	Trainee teachers SEL understanding related with students' SEL skills.
11.	Ayar, (2023)	This study found that teachers' beliefs about SEL directly correlated with their self-efficacy and affect school climates.	Quantitative research	SEL understanding correlated with self-efficacy and school climates.

In the final result of the analysis, the researcher found that the 11 articles fit the criteria of the study. The previous studies took place in several different cultural backgrounds, such as Indonesia, China, Hong Kong, Switzerland, Poland, and Turkey. Most of the study showed a correlation between SEL competence and EFL students' academic achievement and academic engagement to learn English in an ESL/EFL context. Additionally, the rest of the studies also explored the importance of SEL competence within pre-service teachers, and it is crucial for teachers to understand their abilities in managing their social and emotional competence. Most studies used quantitative research in the form of questionnaires, observations, and surveys to gain the data and used correlational analysis to investigate the relationships between the variables.

All of these studies highlight the significance of SEL competence in the EFL/ESL context. Most of the main findings reveal that SEL competence influences EFL students' academic achievement and students' motivation to learn English. The implications suggest prioritizing SEL training for both teachers and students as the first step in growing SEL competence levels to improve the teaching and learning process in an EFL/ESL context. A wider investigation of the correlation between SEL competence and students' academic achievement is also needed. Additionally, the integration of SEL principles into classroom management strategies, for both online and offline learning presents opportunities to enhance students' well-being and engagement to learn languages, especially English.

The benefit of integrating SEL into curriculum in English learning, EFL/ESL context
This study discussed 11 journal articles that meet the criteria of a systematic literature review. According to the 11 previous articles from 2019-2024, SEL competence is important for teachers and students in the EFL/ESL context. SEL is defined as the strategy of applying skills and knowledge to maintain social and emotional lives. SEL is related to the ability to manage emotions when facing any problem in family, the classroom, or society. As the explained in the CASEL Guide (2013), there are five main skills developed in SEL: self-awareness, self-management, relationship skills, social awareness, and responsible decision-making, which cover a lot of other abilities related to managing social and emotional lives.
Based on the findings of previous studies reviewed, SEL competence showed a positive correlation with EFL students' academic achievement, especially in the English subject of secondary students (Bai et al., 2021; Wirajaya et al., 2019). The studies used social-emotional

competence questionnaires and students' English test scores as a representation of their academic achievements. In EFL adult learners, SEL competence levels also play an important role because of their relationship with EFL students' academic engagement, but in this study, besides social-emotional competence, there is also grit that influences students' learning motivation to learn English (Zhang et al., 2022).

Another crucial thing that needs to be maintained is teachers' SEL competence levels. Pre-service teachers, especially EFL teachers, should have a better understanding of all of the skills developed in social-emotional learning to help students gain SEL competence as well as their teachers do (Anisa et al., 2019; Gimbert et al., 2023). Another study in Indonesia claimed that teachers' SEL competence levels are overall medium, which showed the highest score on self-awareness and responsible decision-making but the lowest score in self-management (Suganda et al., 2021). Teacher perception and beliefs about SEL competence also showed a direct correlation with school climates (Бевз, 2023; Ayar, 2023). Social-emotional learning could be one of the solutions that teachers can use to manage classroom situations (Teba, 2023). SEL has also become an effective strategy to increase learning motivation to learn English during online learning (Mihai et al., 2022). Therefore, the SEL competence of both teachers and students in an EFL/ESL context is very important as a strategy to maintain students' well-being, learning engagement, and learning motivation in the English classroom, which are also positively correlated with students' academic achievements.

CONCLUSION

Social-emotional learning is the strategy for maintaining the social and emotional lives of teachers and students in an EFL/ESL context. In conclusion, SEL is important in educational settings, especially for EFL/ESL, because there is a significant correlation between SEL competence and students' academic achievement in an English subject setting. SEL competence is also a crucial thing for teachers because teacher perceptions and understanding of social-emotional learning concepts, lead to better classroom management to maximize the result of the teaching and learning process in the EFL classroom. SEL training and a broader investigation of integrating SEL into the classroom are the implications of the 11 related studies as a way of maintaining students' well-being and learning engagement in an EFL/ESL setting. Therefore, this study concluded that SEL competence have a significant positive relationship with students' academic achievement, not only SEL competence of the students, teachers' SEL competence levels and their understanding about SEL is also related with students' motivation and engagement in learning English, which leads students to get a better result of their academic performances.

The suggestion for future studies can relies on the exploration of specific skills developed in SEL that have the most correlation with students' motivation or engagement to learn English in EFL/ESL context. The investigation can be focus on students' academic achievement or focuses on students' language skills, for example speaking ability, listening comprehension, reading competence, and writing skills.

CONFLICTS OF INTEREST

The authors affirm there are no conflicts of interest related to the publication of the article.

AUTHOR CONTRIBUTIONS

Antari, N.M.R.: Conceptualization (lead), methodology (lead), data analysis (lead), and writing-original draft preparation (lead); Santosa, M.H.: Contribution to theoretical framework (lead), interpretation of results (lead), and manuscript editing (lead); Dang, T.T.: manuscript review & editing (supporting).

REFERENCES

Alejandra, C., & Luna, V. (2020). Integrating social and emotional learning in the foreign language classroom. *Area of Teacher's Education*, *1*(1), 1–147. http://dx.doi.org/10.6007/IJARBSS/v12-i6/13950

Alrefaai, I., & Shah, S. A. (2020). The role of emotional intelligence in the EFL classroom: Reflections of EFL teachers. *Journal of Education in Black Sea Region*, *6*(1), 110–118. https://doi.org/10.31578/jebs.v6i1.223

Alzahrani, M., Alharbi, M., & Alodwani, A. (2019). The effect of social-emotional competence on children academic achievement and behavioral development. *International Education Studies*, *12*(12), 141. https://doi.org/10.5539/ies.v12n12p141

Anisa, L., Suganda, L. A., & Jaya, H. P. (2019). Indonesian english teachers' social-emotional competence and students' english learning motivation. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, *4*(1), 83–94. https://doi.org/10.21093/ijeltal.v4i1.320

Ayar, Z. (2023). An investigation of turkish EFL teachers' perceptions of social-emotional learning and school climate. *Dil Eğitimi ve Araştırmaları Dergisi*, *9*(2), 298–316. https://doi.org/10.31464/jlere.1298621

Bai, B., Shen, B., & Wang, J. (2021). Impacts of social and emotional learning (SEL) on english learning achievements in hong kong secondary schools. *Language Teaching Research*, *1*(1), 1–25. https://doi.org/10.1177/13621688211021736

CASEL. (2020). What Are the Core Competence Areas and Where Are They Promoted?. Available at: https://casel.org/casel-sel-framework-11-2020/

CASEL. (2013). *CASEL guide: Effective social and emotional learning programs preschool and elementary school edition.* Chicago, IL: CASEL. Available at: https://files.eric.ed.gov/fulltext/ED581699.pdf

Clarke, V., Braun, V. (2014). Thematic analysis in: Teo, T. (eds) Encyclopedia of Critical Psychology. *Springer, New York, NY.* https://doi.org/10.1007/978-1-4614-5583-7_311

Collie, R. J. (2020). The development of social and emotional competence at school: An integrated model. *International Journal of Behavioral Development*, *44*(1), 76–87. https://doi.org/10.1177/0165025419851864

Elias, M. J., Zins, J. E., Weissberg, T. P., Frey, K. S., Greenberg, M. T., Haynes, N. M., & Shriver, T. P. (1997). Promoting social and emotional learning: Guidelines for educators. *Alexandria, VA: Association for Supervision and Curriculum Development.* https://earlylearningfocus.org/wp-content/uploads/2019/12/promoting-social-and-emotional-learning-1.pdf.

Gimbert, B. G., Miller, D., Herman, E., Breedlove, M., & Molina, C. E. (2023). Social emotional learning in schools: The importance of educator competence. In *Journal of Research on Leadership Education 18* (1). https://doi.org/10.1177/19427751211014920

Hadiyanto, H., Failasofah, F., Armiwati, A., Abrar, M., & Thabran, Y. (2021). Students' practices of 21st century skills between conventional learning and blended learning. *Journal of University Teaching and Learning Practice*, *18* (3), 1–29. https://doi.org/10.53761/1.18.3.7

Hermana, P., Zuraida, Z., & Suganda, L. A. (2021). Indonesian pre-service teachers' mindfulness, social emotional competence, and academic achievement. International Journal of Evaluation and Research in Education (IJERE), 10(4), 1176. https://doi.org/10.11591/ijere.v10i4.21272

Kane, R. (2017). *Beginning teacher induction*. *February*, 1–4. Retrieved from https://doi.org/10.1093/OBO/9780199756810

Katzman, N. F., & Stanton, M. P. (2020). The integration of social emotional learning and cultural education into online distance learning curricula: Now imperative during the covid-19 pandemic. *Creative Education*, *11* (09), 1561–1571. https://doi.org/10.4236/ce.2020.119114

Kraus, S., Breier, M., Lim, W. M., Dabić, M., Kumar, S., Kanbach, D., Mukherjee, D., Corvello, V.,

Piñeiro-Chousa, J., Liguori, E., Palacios-Marqués, D., Schiavone, F., Ferraris, A., Fernandes, C., & Ferreira, J. J. (2022). Literature reviews as independent studies: Guidelines for academic practice. *Review of Managerial Science*, *16* (8), 2577–2595. https://doi.org/10.1007/s11846-022-00588-8

Mihai, M., Albert, C. N., Mihai, V. C., & Dumitras, D. E. (2022). Emotional and social engagement in the English language classroom for higher education students in the Covid-19 online context. *Sustainability (Switzerland)*, *14* (8). https://doi.org/10.3390/su14084527

Nall, M. (2020). Supporting social and emotional learning in the EFL/ESL classroom: How the new science of child development can inform second language acquisition theory and practice. *Journal of English Learner Education. (10)* 1. Retrieved from https://stars.library.ucf.edu/jele/vol10/iss1/5

Net, W. W. W. P., Luh, N., Ning, P., Putri, S., Santosa, M. H., & Putu, L. (2024). Sustainable development goals in EFL students' learning: A systematic review. *Pegem Journal of Education and Instruction*, *14* (2), 1–11. https://doi.org/10.47750/pegegog.14.02.01

Ratminingsih, N. M. (2017). *Metode dan strategi pembelajaran bahasa Inggris.* PT Raja Grafindo Persada.

Saggers, B., & Strachan, J. (2016). Horsing around: Using equine facilitated learning to support the development of social-emotional competence of students at risk of school failure. *Child and Youth Services*, *37* (3), 231–252. https://doi.org/10.1080/0145935X.2015.1072045

Santosa, M. H., Harismayanti, I., & Jaya Putra, I. N. A. (2022). Technology in action: Developing gamification handbook in english teaching and learning for the 21st century learners. *Tesl-Ej*, *26* (1), 1–25. https://doi.org/10.55593/EJ.26101A2

Santosa, M. H., Ratminingsih, N. M., & Adnyani, L. D. S. (2021). Students' learning approaches in the EFL emergency online learning context. *JEELS (Journal of English Education and Linsguistics Studies*, *8* (2), 185–220. https://doi.org/10.1080/07352689

Santosa, M. H., Wulandari, N. L. P. N., & Mahendrayana, G. (2023). Exploring students' and lecturers' anxiety in learning english during emergency remote teaching in a public university in north bali. *LLT Journal: Journal on Language and Language Teaching*, *26* (2), 429–439. https://doi.org/10.24071/llt.v26i2.3760

Schonert-Reichl, K. A. (2022). Social and emotional learning. *International Encyclopedia of Education: Fourth Edition*, 92–106. https://doi.org/10.1016/B978-0-12-818630-5.14010-2

Schoon, I. (2021). Towards an integrative taxonomy of social-emotional competences. *Frontiers in Psychology*, *12*, 1–9. https://doi.org/10.3389/fpsyg.2021.515313

Suganda, L. A., Petrus, I., & Zuraida, Z. (2021). EFL teacher's code switching in the social emotional learning context. *Indonesian Research Journal in Education |IRJE|*, *5* (2), 317–344. https://doi.org/10.22437/irje.v5i2.12195

Sujana, S. A., Jaya, H. P., & Fiftinova, F. (2021). Social adjustment and academic achievement of EFL students at higher education. *The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language*, *8* (2), 138–149. https://doi.org/10.36706/jele.v8i2.14328

Sulaiman, J., & Ismail, S. N. (2020). Teacher competence and 21st century skills in transformation schools 2025 (TS25). *Universal Journal of Educational Research*, *8* (8), 3536–3544. https://doi.org/10.13189/ujer.2020.080829

Surahman, E., & Wang, T. H. (2022). Academic dishonesty and trustworthy assessment in online learning: A systematic literature review. *Journal of Computer Assisted Learning, 38*(6), 1535-1553. https://doi.org/10.1111/jcal.12708

Teba, S. C. (2023). Exploring the use of social and emotional learning (SEL) to enhance oral communication in beninese ESP teaching-learning process case study of lycée technique et professionnel of porto-novo (Benin Republic). *International Journal of Innovative Science and Research Technology. 8* (9), 941–948. https://doi.org/10.5281/zenodo.8379537

Utami, N. L. G. F. P., & Santosa, M. H. (2023). Using voice thread to develop the speaking skills of EFL learners: A systematic literature review. *Jurnal Inovasi Dan Teknologi*

Pembelajaran, *10*(1), 83–90. https://doi.org/10.17977/um031v10i12023p083

Wang, S., Chen, Y., & Wan, Y. (2022). English as a foreign language learners' academic achievement: Does creativity and self-efficacy matter? *Frontiers in Psychology*, *13*, 1–4. https://doi.org/10.3389/fpsyg.2022.877679

Wirajaya, G., Suganda, L. A., & Zuraida, Z. (2019). Indonesian students' social-emotional competencies and their English academic achievement. *Journal of Education and Learning (EduLearn)*, *13* (2), 163–169. https://doi.org/10.11591/edulearn.v13i2.12160

Wiraningsih, P., & Santosa, M. H. (2020). EFL teachers' challenges in promoting learner autonomy in the 21st-century learning. *Journal on English as a Foreign Language*, *10* (2), 290–314. https://doi.org/10.23971/jefl.v10i2.1881

Yang, Q. (2022). An analysis on EFL learners' emotional intelligence, academic emotions and EFL learning achievement. *IRA International Journal of Education and Multidisciplinary Studies*, *18* (4), 59. https://doi.org/10.21013/jems.v18.n4.p8

Yen, T. T., Thi, N., Huong, M., & Tuan, H. A. (2024). Exploring the social and emotional aspects of teaching and learning English as a foreign language. *VNU journal of foreign studies*. *40* (1). 166-187. https://doi.org/10.63023/2525-2445/jfs.ulis.5185

Yılmaz, A. (2021). The effect of technology integration in education on prospective teachers' critical and creative thinking, multi dimensional 21st century skills and academic achievements. *Participatory Educational Research*, *8* (2), 163–199. https://doi.org/10.17275/per.21.35.8.2

Zhang, C., Mao, L., Li, N., & Gu, X. (2022). Chinese EFL students' social-emotional competence, grit, and academic engagement. *Frontiers in Psychology*, *13*(1), 1–9. https://doi.org/10.3389/fpsyg.2022.914759

Бевз, О. (2023). Developing EFL trainee teachers' readiness for providing social and emotional support to secondary school learners. *Modern Engineering and Innovative Technologies*, *29–03*, 46–50. https://doi.org/10.30890/2567-5273.2023-29-03-019

AUTHOR INDEX

SUBJECT INDEX

Title should indicate the research findings/methods/novelty: use bold, with an initial capital letter for any proper nouns (title of articles 15 words maximum)

Author Name1*, Author Name2, Author Name3
1Author affiliation including Department, Faculty, University, City, Country; email:
2Author affiliation including Department, Faculty, University, City, Country; email:
3Author affiliation including Department, Faculty, University, City, Country; email:

(Contact Person: Preferably WhatsApp number; which will be deleted once the manuscript has completed the review process)

ABSTRACT

The abstract should be clear, concise, and descriptive. This abstract should provide a brief introduction to the problem, objective of paper, followed by a statement regarding the methodology and a brief summary of results. Abstracts are written in 10 pt Abadi MT Condensed Light and preferably not more than 250 words. 1space.

Keywords: article, template, content, right-side, author guidelines, (max. 6 keywords contain article subject high- lights of article finding or result methods or geospatial coverage)

INTRODUCTION

In introduction, authors should state the objectives of the work at the end of introduction section. Before the objective, authors should provide an adequate background, and very short literature survey in order to record the existing solutions/method, to show which is the best of previous researches, to show the main limitation of the previous researches, to show what do you hope to achieve (to solve the limitation), and to show the scientific merit or novelties of the paper. Avoid a detailed literature survey or a summary of the result.

METHODS

This material and method as much as possible to give an idea to the reader through the methods used (Sa'aati, 2003) (references on this template is just an example). Sub-subhead on this method comprising at least on type of research; location research; materials law source; data collection technique; and data analysis (Coulson, 1968) (Brenner, 1990).

*Corresponding Author: *email corresponding author*
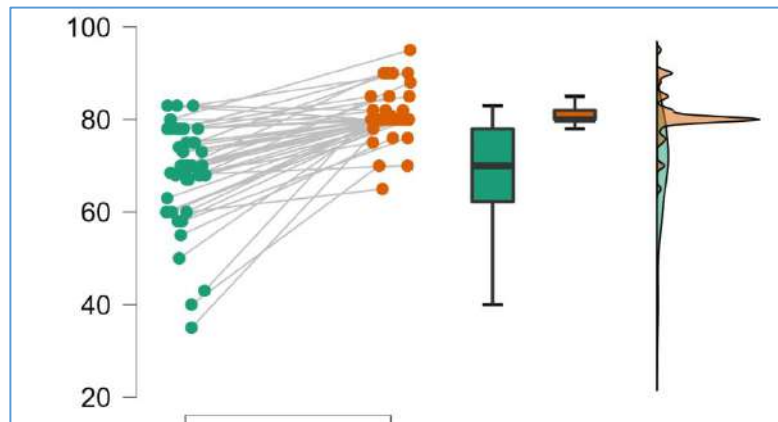
RESULTS AND DISCUSSION

Results should be clear and concise. The results should summarize (scientific) findings rather than providing data in great detail (Ahmadjayadi, 2003). Please highlight differences between your results or findings and the previous publications by other researchers. Tables and Figures are presented center, as shown below and cited in the manuscript.

For Tables, the title size is 10 and the content size is 10. Number the tables subsequently throughout your article and the title is written above the table (see Table 1 for example).

Table 1. Results of the study

Indicators	Result A	Result B	Implication
Analysis 1	1	5	Valid
Analysis 2	2	6	Valid
Analysis 3	3	7	Valid
Analysis 4	4	8	Valid
Total	910		

For Figures, the title size is 10 and the content size (if any) is 10. Number the figures subsequently throughout your article and the title is written below the figure (see Figure 1 for example).

Figure 1. The result of study

The discussion should explore the significance of the results of the work, not repeat them. A combined Results and Discussion section is often appropriate. Avoid extensive citations and discussion of published literature.

In discussion, it is the most important section of your article. Here you get the chance to sell your data. Make the discussion corresponding to the results, but do not reiterate the results. Often should begin with a brief summary of the main scientific findings (not experimental results) (Handoko, 2014). The following components should be covered in discussion: How do your results relate to the original question or objectives outlined in the Introduction section (what)? Do you provide interpretation scientifically for each of your results or findings pre- sented (why)? (N. S. B. of Indonesia, 2000) Are your results consistent with what other investi- gators have reported (what else)? Or are there any differences?

CONCLUSION

Provide the conclusion to your study, and final words on the value of your analysis, research, or paper. Limitations of your study should be addressed. Recommendations for future research related to your topic should also be mentioned. Contains a description of the conclusions and suggestions that answer questions and formulation of the problem with succinctly and clearly. Because, without a description of the clear cover, reviewers are and the reader would find it difficult to give an assessment of your article. Do not repeat the Abstract, or simply describe the results of research. Give a clear explanation regarding the possible application and / or suggestions related to the research findings.

ACKNOWLEDGEMENTS

Recognize those who helped in the research, especially funding supporter of your research. Include individuals who have assisted you in your study: Advisors, Financial supporters, or may other supporter i.e. Proofreaders, Typists, and Suppliers who may have given materials.

REFERENCES

Refer to APA Style 7th Edition for **in-text citations** (Author, year) and the reference list. If there are **direct quotes**, provide **the page number** (Author, 2010, p. 24). **Do not apply footnotes.** Every in-text citation must be written down in the reference list and vice-versa. Minimum 30 references are required and, those references are 80% from current (within 10 years) research papers.

NB.

1. References style
2. Cite the main scientific publications on which your work is based.
3. Cite only items that you have read and on footnotes
4. Do not inflate the manuscript with too many references.
5. Avoid excessive self
6. Avoid excessive citations of publications from the same region.
7. Check each reference against the original source (authors name, volume, issue, year, DOI Number).

Please use Reference Manager Applications like EndNote, Mendeley, Zotero, etc. (we suggest Mendeley)