



# PROCEEDINGS

## The 10th International Language and Language Teaching Conference

**Paradigm Shift in English Learning:  
Exploring Hope and Healing for Students**

**LLTC 2023**

**Thursday-Friday, 9-10 November 2023**

**Virtual and Sanata Dharma University  
Yogyakarta, Indonesia**

**English Language Education Study Program  
in collaboration with English Education Master's Program  
and English Language Studies  
Sanata Dharma University  
Jalan Affandi, Mrican, Sleman  
Yogyakarta, Indonesia  
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# LLTC Proceedings

THE 10<sup>th</sup> INTERNATIONAL LANGUAGE  
AND LANGUAGE TEACHING CONFERENCE

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English Language Education Study Program

Sanata Dharma University, Yogyakarta

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# Proceedings

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## **Preface**

The organizing committee of the Tenth Language and Language Teaching Conference, held on 9-10 November 2023 at Sanata Dharma University, Yogyakarta, Indonesia, would like to present the *Language and Language Teaching Conference Proceedings (LLTC Proceedings) 2023*. The main theme of LLTC 2023 reads **Paradigm Shift in English Learning: Exploring Hope and Healing for Students**. The 2023 proceedings consist of full papers on various topics, such as extensive reading, project-based assessment, learner autonomy-based writing instruction, cooperative learning, students' anxiety in speaking classes, and illocutionary speech acts. It is expected that the LLTC proceedings would benefit all of us, especially in enriching our knowledge and contributions to the fields of ELT, linguistics, and literature.

**LLTC 2023 Organizing Committee**

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 English Language Education Study Program Universitas Sanata Dharma, Yogyakarta

## ANALYSIS OF THE ENGLISH LEARNING NEEDS OF AcEPT ENGLISH LANGUAGE TEST COURSE PARTICIPANTS

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### Abstract

The AcEPT test is a certificate that is recommended to be used as a graduation requirement besides TOEFL. There are differences between TOEFL and AcEPT. In terms of questions, AcEPT is different from TOEFL. TOEFL tests three language skills (listening, structure, and reading), while AcEPT tests five language skills (listening, vocabulary, structure, reading, and composing skills). This difference triggers learning difficulties for students in preparing themselves before the test. For this reason, course programs are followed to support adequate results. However, the course program has not carried out an adequate needs analysis of its students. For this reason, this research was conducted to analyze the needs of participants in the AcEPT test preparation course related to attitudes, difficulties, and participant needs. The research methods used were questionnaires and limited interviews. From the research conducted, course participants have a positive attitude towards English. The learning difficulties experienced include listening, vocabulary, and composing skills. For this reason, course participants need improvement in difficult aspects and training in productive skills (presentations and writing scientific essays), tips for working on questions, and AcEPT simulations once a week.

**Keywords:** AcEPT, English language test, English learning needs analysis, needs analysis

### Introduction

In Indonesia, at the level of higher education institutions, English is taught for one semester or two semesters. English language teaching is included in English for Academic Purposes (EAP) (Joubar, 2013; Sabrina, 2013). However, in practice, EAP learning in universities has not adapted to student needs and is still carried out with limited frequency. As a result, students still experience language learning difficulties that are not detected during learning (Hermayawati, 2010). Apart from that, students do not yet have English language skills according to their respective fields.

Dehnad et al (2010) stated that English for Specific Purposes (ESP) is student-centered and pays special attention to students' needs in specific activities. The existence of ESP is caused by the spread of English as an international language. Finally, many people need English courses according to their needs and field of work or education (Hossain, 2013; Otilia, 2015).

ESP is divided into two, namely English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). Not much different from ESP, EAP also pays attention to student needs. EAP is English language learning with the specific aim of helping students learn the target language in a specific academic and cultural context (Alfehaid, 2011, p 31; Hyland & Hamp-Lyons, 2002; Shing & Tam, 2011). The specific objectives intended are according to students' specific needs in learning English compared to general needs, such as in general English. For example, students need training to improve their weak reading skills, courses must also design a curriculum that can help these students' goals, such as focusing specific activities on reading strategies such as skimming, scanning, paraphrasing, and others (Guler, 2004).

The EAP program focuses on learning language skills, namely reading comprehension, academic writing, listening comprehension and note taking, academic speech, and reference skills (Chowdhury & Haider, 2012). All of this learning is also found in the AcEPT preparation course. However, the AcEPT preparation course program is specifically designed to prepare participants to take the AcEPT exam and get a score on target.

In fact, at the end of studies, whether bachelor's or master's, English language skills are one of the graduation and graduation requirements. Each college requires different scores. Gadjah Mada University (UGM) is one of the universities that imposes English language proficiency requirements before carrying out thesis exams at the master's and doctoral levels.

UGM has a special English test known as the Academic English Proficiency Test (AcEPT). The AcEPT test is a certificate that is recommended to be used as a graduation requirement besides TOEFL. At the master's level, the minimum passing score is 450 with TOEFL or 210 with AcEPT, while at the doctoral level, the minimum passing score is 500 with TOEFL or 250 with AcEPT.

There are differences between TOEFL and AcEPT. In terms of price, AcEPT is cheaper than TOEFL. AcEPT also has a higher test frequency than TOEFL which is only once a month. Meanwhile, AcEPT is carried out once a week so there are four times a month. However, in terms of questions, AcEPT is different from TOEFL. TOEFL tests three language skills (listening, structure, and reading), while AcEPT tests five language skills (listening, vocabulary, structure, reading, and composing skills). The differences in questions are illustrated in the following table.

Table 1. Comparison between the TOEFL test and AcEPT test

TOEFL			AcEPT		
Listening	50 questions	35 minutes	Listening	20 questions	15 minutes
Structure	40 questions	25 minutes	Structure	40 questions	30 minutes
Reading	50 questions	55 minutes	Reading	40 questions	40 minutes
			+vocabulary	30 questions	20 minutes
			+Composing		
			Skill	40 questions	40 minutes
	140 questions	115 minutes		170 questions	145 minutes

(Dyaswati, 2011)



The differences in this table are the reason why the majority of AcEPT test takers have not achieved the required target score. Participants did not pay enough attention to familiarization with the AcEPT questions before taking the test. Therefore, several language institutions in Yogyakarta are competing to provide AcEPT special English language course programs.

The existence of this course program needs to be balanced with an analysis of student needs to achieve the desired targets. This is because currently, English language learning needs to pay attention to the issues of student needs. The existence of students' needs can help teachers determine appropriate materials, media, and teaching methods so that learning becomes effective and can improve students' abilities (Chostelidou, 2011; Chovancova 2014). For this reason, this study was carried out to provide an overview of the needs of AcEPT test participants.

Needs analysis cannot be separated from the EAP course, in developing learning materials, designing the syllabus, and determining teaching methods by teachers (Dehnad et al., 2010). It is even considered important in a course by several researchers (Mohammed, 2016). Therefore, in implementing the AcEPT course it is also necessary to carry out a needs analysis to increase the success of participants in achieving the required AcEPT scores.

Needs analysis must include three things, namely necessities, lacks, and wants (Hutchinson & Waters, 1987, p55). Necessities can be equated with target language situations, lacks as weaknesses, and wants as learner needs. Apart from these three things, Garrido and Gomez (2009) also mentioned several things that need to be included in a needs analysis, namely learning objectives, students' attitudes towards learning, initial language skills, students' weaknesses, students' language needs, things they want during the course, and the situation. supportive courses. This section has been included in the questionnaire created and distributed to UGM students.

A needs analysis for EAP that is carried out well and includes several things mentioned by Garrido and Gomez can provide positive benefits for learning. These benefits include providing information about students' current and future needs for language, skills, and knowledge, helping teachers to identify students' strengths and weaknesses, providing a basis for preparing assignments, adapting students' needs and desires, providing diagnostic test results, providing information about students' interest in learning, and providing learning according to students' expectations, such as books and assignments (Veena, 2016). The same thing was also expressed by Rostami and Zafarghandi (2014) that identifying students' needs, interests, and goals in participating in EAP can facilitate the achievement of learning goals, motivate students, and evaluate student progress easily.

Munby in Dehnad et al. (2010) classifies needs analysis into several approaches. First, an analysis of the target situation provides a detailed profile of the student's language needs. However, this approach has a weakness, namely that data about student needs is not obtained from students. Second, in the current situation analysis approach, information is directly obtained from students through questionnaires or interviews.

This study was conducted to answer several questions related to students' needs before taking part in the AcEPT preparation course program by UGM. The question is as follows.

- 1) What is the attitude of students who will take the AcEPT preparation course towards English?
- 2) What difficulties do students face before taking the AcEPT preparation course?
- 3) What are the students' needs for the AcEPT preparation course?

## Method

Participants in this study were fifteen respondents who would take the 2017 AcEPT Course after Eid at PPB UGM Yogyakarta. New course classes will start after Eid. Initially, there were sixteen respondents, but only fourteen people filled out the questionnaire.

Of the total, seven participants were female and seven were male. They come from different departments, three from the Linguistics Department, two from the Agricultural Economics Department, two from the Physical Sciences Department, two from the Economics Department, and the rest each person come from the Public Health Sciences Department, PGSD (candidates UGM students who will major in Social and Political Sciences), Performing and Fine Arts Studies, Animal Husbandry, and Sociology. Apart from that, they also come from different age levels. The differences in participant age are depicted in the following diagram.

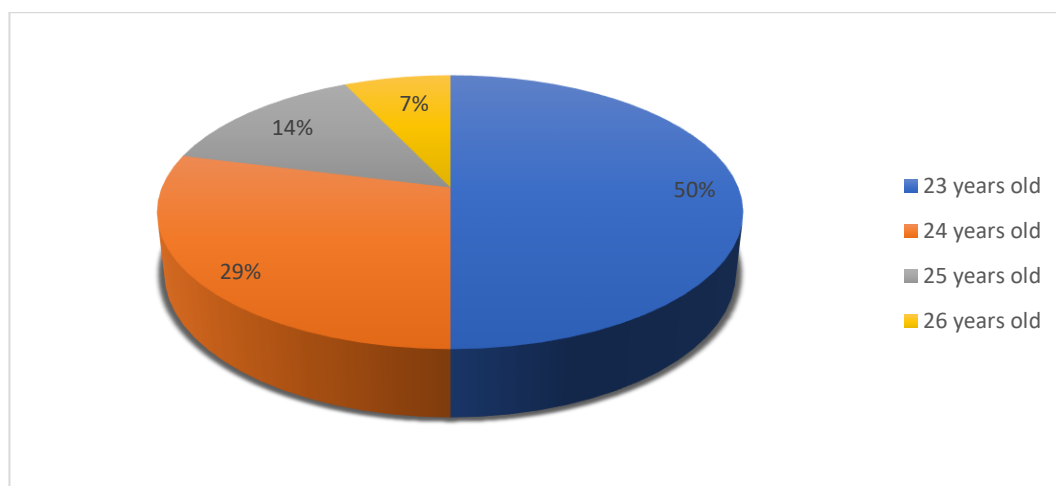


Figure 1. The age levels of participants

Needs analysis is carried out using the type of approach in the second analysis (current situation analysis). This approach was carried out by combining questionnaires and interviews (Cunningham, 2015). Both are used to search for qualitative and quantitative data.

Questionnaires are used to collect data in the form of quantitative data. The questionnaire was created through a combination of several questionnaire references (Richards, 2001, pp. 80-88; Basturkman, 2010, pp. 30-31) which were then adapted to the specifications of this study on the AcEPT test. The questionnaire consists of 30 multiple-choice questions and one fill-in question in the form of additional comments. These additional comments can also be used to support qualitative data. The questionnaire was made in the form of a Google form which was distributed to respondents because the respondents' locations were different from the researchers, here is the link <https://goo.gl/forms/Bn9hCPMMTkjYgUsj2>.

Next, qualitative data was collected through unstructured interviews with four respondents. The questions asked are in the form of clarification of the answers given through the questionnaire. This is aimed at strengthening quantitative data or data triangulation.

Before distributing the questionnaire, the researcher contacted PPB UGM to confirm the implementation of the course in the May-July 2017 period. However, there were no students in that period because they were waiting for the class quota to be filled with up to 20-25 participants. From this communication, researchers were helped to connect to the WhatsApp group for the AcEPT preparation course class. Through this group, a questionnaire in the form of a Google form was distributed. For time efficiency, researchers also contacted test participants personally. The questionnaire data collection was carried out for one week.

After the questionnaire data was collected, the researcher identified the contents of the questionnaire. This identification is to determine the number of participants who will be interviewed. Based on the contents, four respondents need to be interviewed to clarify their answers to the questionnaire. Interviews are conducted by telephone or video call via WhatsApp. During the interview, the voices of researchers and informants were recorded via the Messenger Call Recorder recording application and recording applications that are available on smartphones.

The collected data was analyzed using manual calculations on quantitative data. Data is presented in percentage form in the diagram. Meanwhile, qualitative data from the interview results were transcribed and analyzed based on the elements of interest in the discussion section.

## **Findings and Discussion**

This study produced results that will be described in the following subsections.

### ***English language profile of AcEPT course participants***

From the questionnaire, it was discovered that 78.6% of AcEPT course participants had taken the AcEPT test and the remaining 21.4% had never taken the AcEPT test. Participants who have not taken the AcEPT have downloaded the practice questions and purchased a guidebook for working on the AcEPT questions (Respondent C). Before taking part in the AcEPT preparation course program, all participants have received English language learning. All participants receive this learning through various programs. The same number (28.6%) received English language learning through elementary-high school and courses. This number is lower when compared to the participants' learning obtained from the training (35.7%). Meanwhile, learning from universities was only chosen by 7.1% of respondents. These results show a picture of the English language learning carried out by the participants before taking the course (the last time they studied).

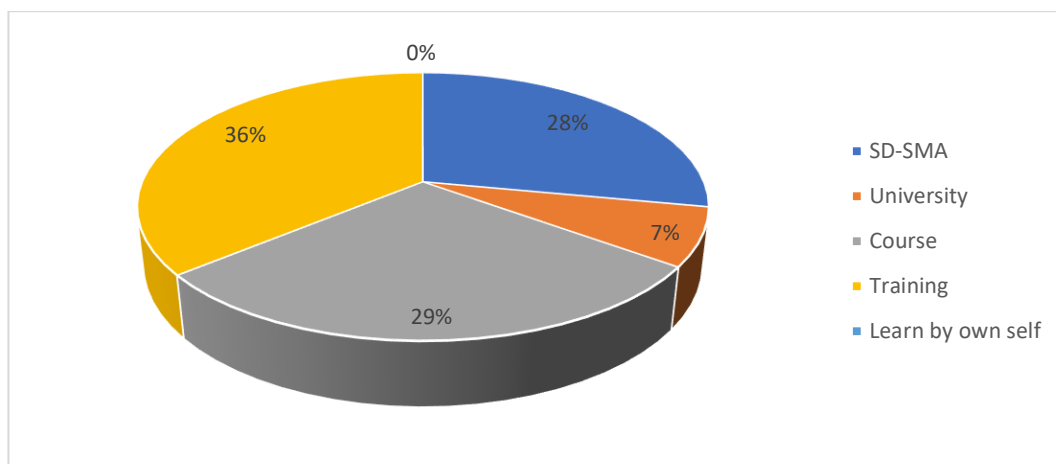


Figure 2. Last English lesson received by the participants

In the diagram, there is a figure of 0% of respondents. This number belongs to English language learning that students carry out independently or study on their own. The option of learning English autodidactically is not an option for participants. Regarding the variety of locations, 92.9% of participants received English language learning for 1-6 months, while 7.1% received courses for 6-12 months. In this long part of studying English, the researcher made a mistake by giving a mandatory check mark so that these results were invalid. This question is mandatory to complete to proceed to the next section. The questions in this section ask about how long it took to learn English through courses, even though there were respondents who did not learn English through courses.

Apart from that, AcEPT course participants are also differentiated based on their English language skills. A total of 57.1% were at basic English proficiency level, while 42.9% were at intermediate English proficiency level. This level of ability is also supported by data on the perception of AcEPT course participants regarding the level of ease of each of the following English language skills.

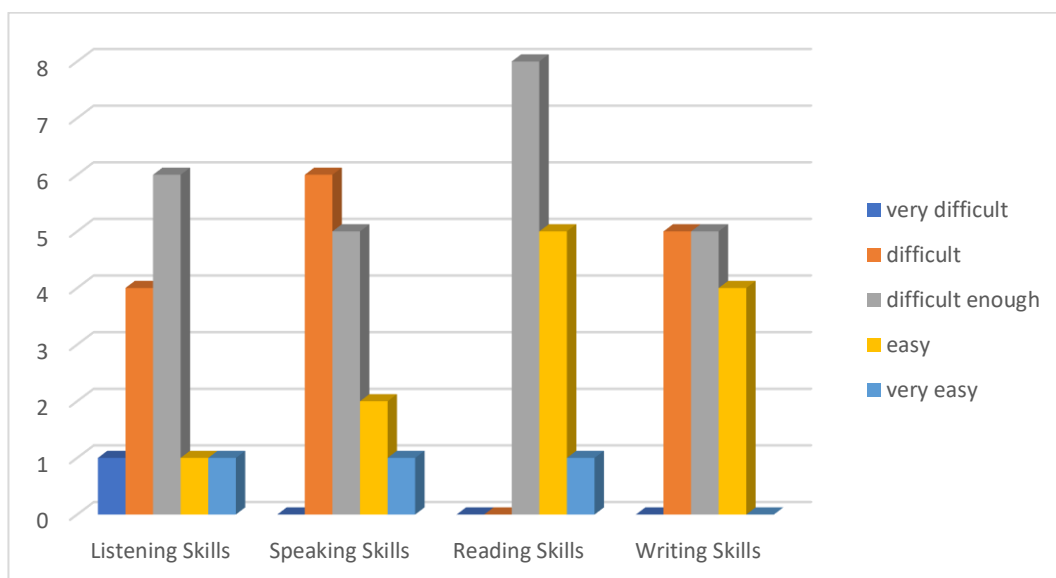


Figure 3. Difficulty level of language skills

Based on the bar diagram, listening skills are the most difficult skills to learn compared to the other three types of skills. Then, writing skills are the next skill that is difficult to learn because they have a significant number of difficult and quite difficult sections. Meanwhile, in the very easy part, not a single participant chose writing skills as the easiest.

An initial description of each participant's difficulties in each language skill is an important point in developing a language learning course. Learning methods and learning materials must balance these aspects. Students with difficult listening skills need intensive training.

#### *Learning objectives for AcEPT course participants*

AcEPT course participants don't just want to pass the AcEPT test but rather graduate with the expected target score. A target score of 209-268 is the target for most AcEPT course participants. This is due to the minimum AcEPT score set by UGM as a graduation requirement or requirement to become a UGM master's/doctoral student.

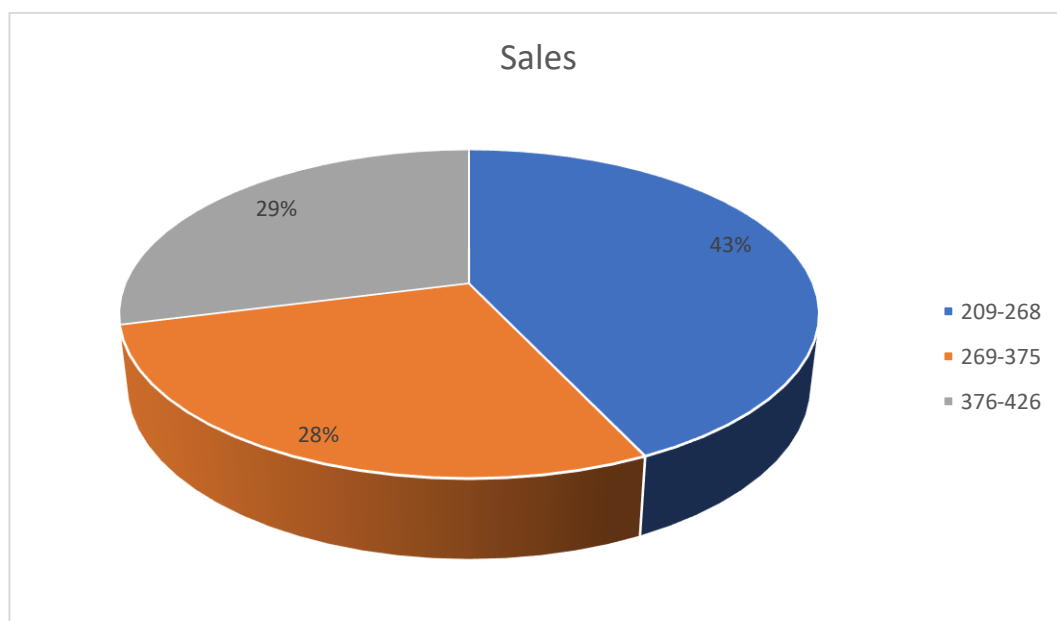


Figure 4. AcEPT target score

Participants who wanted a score of 376-426 wanted to use it as the biggest motivation to stay enthusiastic about learning English and practicing AcEPT questions (interview with respondent A). Respondent A also said that he was worried about setting the minimum required value. If the target score is high, the hope of getting an AcEPT pass will be higher.

Apart from the target score, around 85.7% wanted this AcEPT course to also be used to take other types of test questions. After confirmation, respondent C said that the AcEPT test certificate was only used in the UGM academic environment, but could not be used as an official English language certificate at other institutions, for example applying for jobs or continuing to other universities. Therefore, a respondent also aims to study AcEPT to improve his ability to answer questions on the IELTS English test.

During the interview session, respondent B also shared the number of AcEPT tests he had taken before registering for the course. Respondent B has taken the AcEPT test four times with a stable score between 190 and 200. His score is always less than 10 to reach the target. When asked about the reasons for taking the AcEPT test continuously and not moving to the TOEFL test, respondent B answered the reasons of cost and time. One TOEFL test can be used to pay for four AcEPT tests for a month in a row.

The background of participants in taking the AcEPT test also needs to be taken into consideration by stakeholders and teachers in providing learning. This is because participants have experienced failure many times. The demotivation aspect also needs to be considered.

### ***Attitudes of AcEPT course participants towards English***

The attitude of AcEPT course participants towards the English language they will study is an influential factor in the success of participants in achieving graduation and the expected target score. A total of 92.9% of AcEPT course participants consider English important to learn. The rest (7.1%) consider the possibility of English important to learn. Respondents who thought this might be the only one. When interviewed, respondent D said that there was no strong reason for him to study English other than to pass a test that would enable him to be accepted at the destination campus.

However, all AcEPT course participants stated that English was related to science and academic activities on campus. "All the journals and books that lecturers ask us to read are in English, so yes, we speak English every day," said respondent B when interviewed.

In the section on English as a barrier to studies, around 21.4% said English was a barrier, while 78.6% said the opposite. Respondent A is one of three respondents who think so. "What I understand is this, when we don't speak English then of course English becomes an obstacle when studying, so my English is just barely there. So when dealing with literature in English it becomes a bit difficult. "That's why I answered that English is an obstacle when studying," explained respondent A. The obstacle referred to by respondent A is related to the use of literature in lectures which are entirely in English. This is in line with what was conveyed by respondent B.

In connection with science and the development of science and technology internationally, an academic is required to be aware of scientific developments through research carried out in the world. It is also an obligation to learn English to understand research results in journals or books. Students who do not master English will experience obstacles while studying.

### ***AcEPT course participants' difficulty in AcEPT questions***

The questions in the AcEPT test consist of five parts, namely listening, vocabulary, grammar and structure, reading, and composing skills. In general, all parts of the test were considered quite difficult by AcEPT course participants. The following diagram shows this.

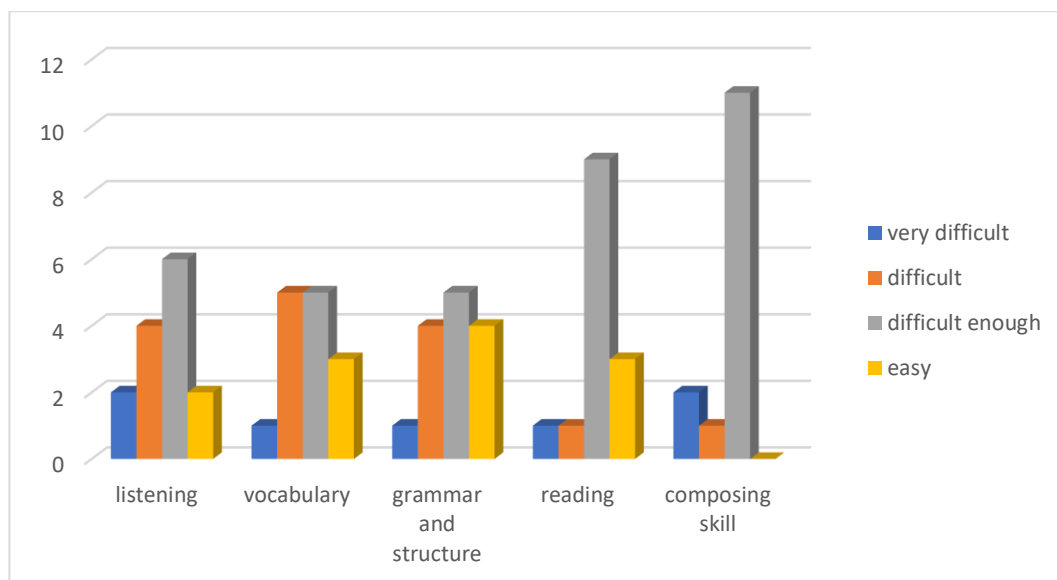


Figure 5. AcEPT question part difficulty level

Based on the diagram, the most difficult part of the question is composing skills. This was because none of the course participants stated that this section was included in the easy category. Overall taking it as a part is quite difficult.

In the AcEPT test, the composing skills section is the part that is most different from most English tests. Each test taker departs with the understanding that the AcEPT test also consists of three parts, just like normal English tests. This thought was also experienced by respondent C. The first time he took the test, respondent C thought the AcEPT test consisted of three sessions, but his assumption was wrong. This is the reason why most participants fail.

In the listening section, AcEPT course participants experienced difficulty in listening clearly to short statements (57.1%) compared to understanding the essence of long conversations (35.7%). Respondent B stated that while listening to short statements, many factors caused the voice not to be heard clearly, namely having to round off answer choices and the conversation taking place too quickly. Meanwhile, almost all of the participants had some difficulty pronouncing words in English.

Wrong word pronunciation can affect understanding when listening to the listening passage. As a result, students choose answers incorrectly. The difficulty for participants to understand short statements and long conversations could also be caused by the pronunciation factor, which the participants only have a small vocabulary for.

Meanwhile, in the vocabulary aspect, this section is the first section that is different from the questions in the TOEFL test in general. In general, this section is integrated into reading or grammar questions. However, in AcEPT, this section is separated into a separate section. Two aspects are of concern to researchers. First, the level of difficulty of each part in the vocabulary questions. Second, the ease with which participants differentiate synonyms and antonyms. Cloze test questions are the most difficult questions for AcEPT course participants. Respondent A stated that the cloze test questions were very tricky because they had to look for vocabulary to complete a paragraph and one paragraph for many numbers. "Confusing," said respondent C. This difficulty could be triggered by the

participant's ability to differentiate between synonymous and antonymous vocabulary. As many as 42.9% of participants could differentiate between synonyms and antonyms, while 57.1% could not differentiate. The lack of ability to differentiate between synonymous and antonym aspects is the cause of difficulties in the vocabulary section. This needs to be followed up with learning that includes this aspect.

Grammar and structure are mandatory parts of the English test. In the AcEPT test, there are three parts to the questions, namely sentence completion, cloze test, and error identification. The cloze test and error identification sections have a balanced portion of difficulty compared to sentence completion. Respondent B said that this question was difficult because he often made mistakes in choosing the words to complete it. "Should I use to be, a passive verb, or use been?" "I often make mistakes," said respondent B in a clarification interview.

Grammar tests require all test takers to have a good level of English grammar skills. English grammar consists of parts of speech, phrases, tenses, punctuations, and sentence structure.

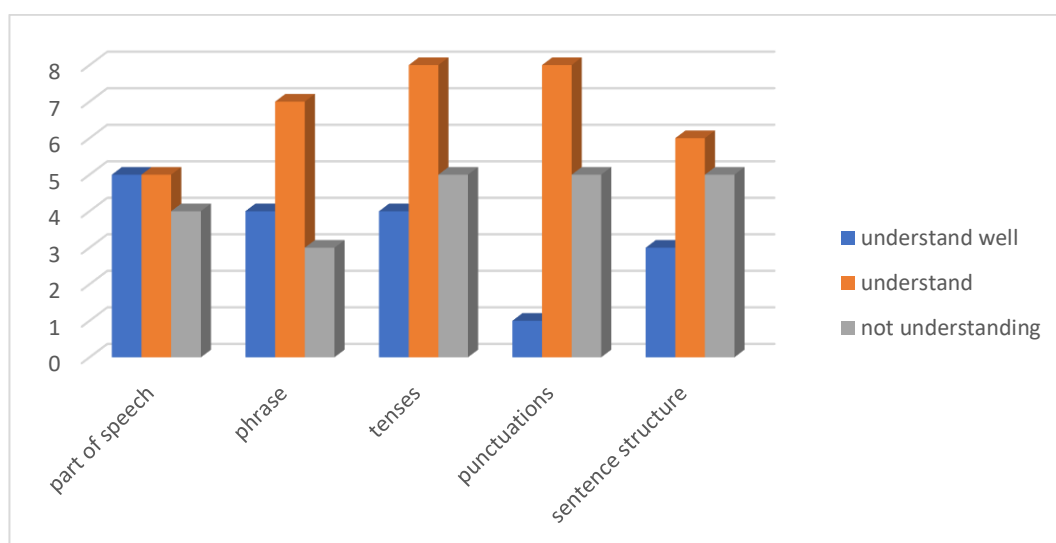


Figure 6. Grammar tests understanding

Based on the diagram, in the punctuations and sentence structure sections, course participants have a level of difficulty in understanding. Meanwhile, participants already understand the tenses section. However, the diagram also shows the different levels of ability between participants. Participants with the ability to understand certain grammar well should not be given too much learning in that part. This is inconsistent with Krashen's  $i+1$  principle. Teachers can also apply diverse learning to all aspects of grammar.

The reading section is also a section that is always present in English tests, especially AcEPT. The things asked in this section also vary, starting from statements that are appropriate to the contents of the paragraph, questions that are appropriate to the contents of the paragraph, main ideas, similarities or opposite words, meanings of words, appropriate titles for paragraphs, reference words, position of statements, the author's attitude. towards text, types of text, and reflections on text.



Overall, the participants have shown that they are able and quite capable of doing reading questions. Teachers and stakeholders only need to consider aspects that participants cannot. "Of all the AcEPT questions, the highest score was reading," said respondent A.

This is because 78.6% of respondents were able to skim and scan when working on reading questions. For respondent C, the reading question was related to the minimal time limit. Therefore, the participant's inability to complete the reading questions on AcEPT was due to the time factor. From this needs analysis, the time management part of working on questions needs to be taught to participants to get maximum results. Participants need to be trained to get used to reading long texts and connecting them with the time available.

Composing skills are part of the AcEPT questions that differentiate them from TOEFL questions. This section tests participants' ability to write sentences and form paragraphs. In this section, there are several aspects of the question which are described in the following diagram.

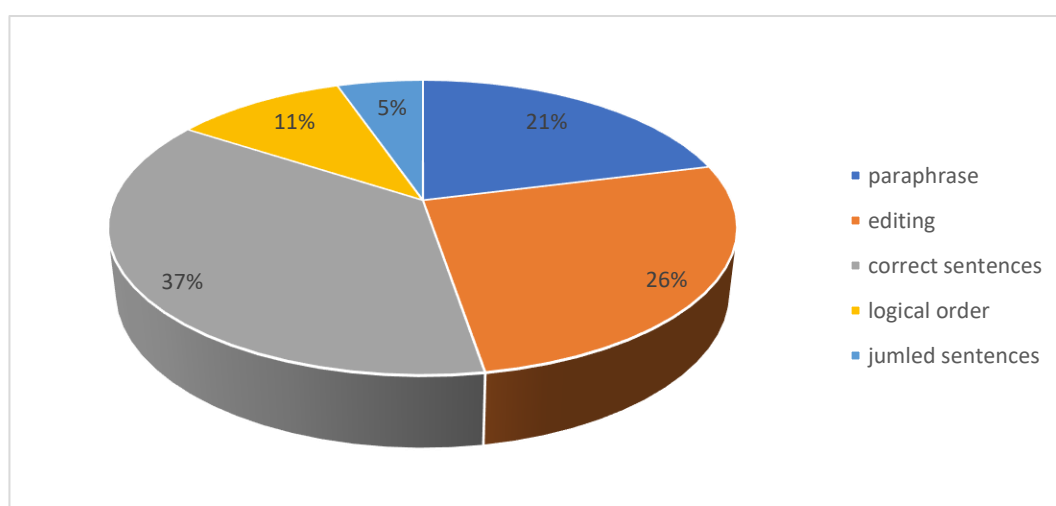


Figure 7. Composing skills level difficulties

Based on the diagram, it can be seen that the difficulty portion of each type of part in composing skills is divided into the same percentage portion, namely 21.4%. The jumbled sentences aspect has the lowest level of difficulty, namely 14.3%. This shows that this section is the most difficult part of the AcEPT questions, especially for beginner test takers.

Respondent B said that the composing skills section was part of the questions in AcEPT which made it difficult for him the first time he did it. "I was surprised by the AcEPT test questions which were different from the usual TOEFL test," said respondent B. This was because respondent B had never encountered questions like that. In his mind, respondent B will encounter the same type of questions as the TOEFL. Therefore, in his first AcEPT certificate, respondent B stated that the composing skills section was the section that got the lowest score of all.

This section needs attention throughout the course. Participants need to be trained to get used to dealing with composing skills questions. If this is not done, the lack of participants in this part of the question cannot be resolved. As a result, the target of graduating with a high score is difficult to achieve.

***AcEPT course participants' needs***

In the previous section (difficulties faced by AcEPT participants), the most difficult parts of the AcEPT questions were listening, vocabulary, and composing skills. Meanwhile, the participants had mastered the reading and grammar sections quite well. This is appropriate or significantly related to the needs of the part of the AcEPT questions whose ability you want to improve. All participants expressed a 100% desire to improve understanding in the aspects of listening to English pronunciation, general listening comprehension, increasing vocabulary, and understanding composing skills techniques. Meanwhile, in the aspect of wanting to read quickly and accurately and deepen grammar, only 92.86% wanted it.

Apart from that, participants also want to improve their abilities in aspects of productive skills (writing and speaking) included in the course. "So that it can be used during college," said respondent C. The reason for studying is that the need for active English becomes important. Here is a diagram that shows this.

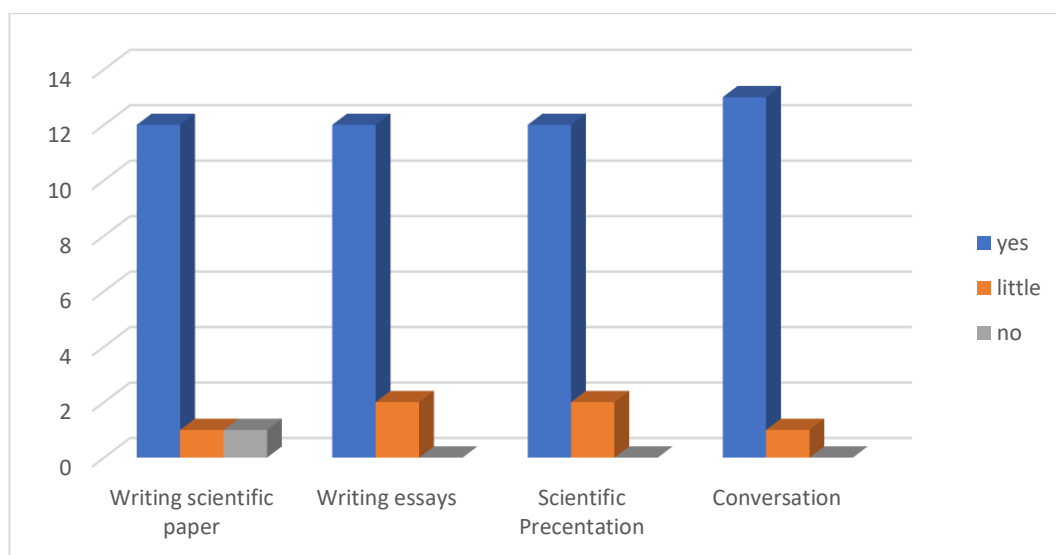


Figure 8. The productive skills that need to improve

Based on this diagram, the highest aspect of productive skills that you want to learn is conversation. This ability is related to active communication with English. Respondent B said that when conducting scientific conferences abroad, English presentation skills can be memorized, but the ability to communicate with conference participants during breaks is an important requirement. Other requirements such as writing scientific papers and writing essays are also needed to qualify for international journals. Writing a full paper in English is more difficult than writing for other purposes, such as a summary.

Apart from that, other respondents also expressed the need to increase the amount of vocabulary in English. A large vocabulary can help with many things and helps with all aspects of language skills. Respondent A also wants the course to have an English area. The English area referred to is the same as English day activities. So, every day participants are asked to communicate in English even in a non-formal setting. According to him, this can improve vocabulary and practice pronunciation.

It is not only aspects of language skills that need to be improved. Other aspects that influence the achievement of passing targets and high scores need to be considered by course organizers. As many as 100% of respondents wanted to be given innovative tips and tricks in working on AcEPT questions. These tips and tricks are closely related to making problem-solving easier.

Around 78.6% want to be taught by native speakers, and the remaining 21.4% want only a few sessions. This desire proves that native speakers are considered to be able to have a broad influence on improving English language skills. Respondent B said that native speakers can motivate him and improve his English pronunciation with a good accent.

In terms of AcEPT simulations to measure learning progress, 64.29% wanted the simulations to be held only once a week. Respondent A provided reasons related to this. According to him, the simulation is only enough once a week to measure ability or progress per week. The rest is more about practice questions. Therefore, 57.14% wanted a larger number of questions than others. Meanwhile, 42.86% wanted the material and questions to be balanced and there were more material choices than no one chose to choose. For the comfort aspect of learning, 92.8% can study in groups.

These facts show that the needs analysis that has been carried out can help course implementation. Shing and Tam (2011) stated that carrying out a needs analysis to identify student needs can help with assignments during the course. Shing and Tam's opinion can also occur through analysis of the desired needs to be studied.

## **Conclusion**

Eslami (2010) stated that many factors must be considered in designing EAP programs for students with different academic and cultural contexts. These factors are the result of a needs analysis of AcEPT course participants which can be concluded as follows.

- 1) AcEPT course participants have a positive attitude towards English. This positive attitude can increase learning achievement.
- 2) AcEPT course participants have higher difficulties with listening, vocabulary, and composing skills questions compared to reading and grammar questions.
- 3) AcEPT course participants expect to be given improvements in listening, vocabulary, and composing skills.
- 4) AcEPT course participants also need training in productive skills, namely conversation, writing scientific papers, writing essays, and scientific presentations.
- 5) AcEPT course participants need tips for working on questions.
- 6) AcEPT course participants need an AcEPT simulation once a week and are given more questions than material.

The needs analysis that has been carried out on prospective AcEPT Preparation students plays an important role in course implementation. This is to Songhori's (2008) statement regarding the important role of needs analysis or needs assessment. In addition, the results of this need analysis can be used by stakeholders and policymakers to develop appropriate EAP course programs (Zohoorian, 2015). AcEPT course organizers can provide learning with more portions in the aspects of

listening, vocabulary, and composing skills. Adjustments to learning modules and active, creative, and fun learning methods also need to be made.

This research has limitations in the aspect of the limited number of respondents. Apart from that, there are several questions in the questionnaire via Google Form which are filled in haphazardly with the same choices from numbers 1 to 11. This is due to the large number of components that must be checked. Therefore, future research can exploit this research gap.

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## A COMPARISON OF EXTENSIVE READING AND VIEWING PROGRAMS AT THE UNIVERSITY LEVEL

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### Abstract

Although extensive reading (ER) programs are proven to provide many benefits for students' language development, many students are still encouraged to read by classroom tasks. This research aims to see the possibility of applying a more-liked activity, i.e. extensive viewing, by comparing these two programs. It aims to see what reasons influence students' preferences in choosing the ER or EV program. It involved 120 participants studying English courses at the university level. Data were collected using closed and open-ended questionnaires. The overall results showed a tendency for students to prefer the EV program to the ER program. However, if we look closer, several aspects of ER were still preferred. This research suggests that an EV program can be a good alternative for students with low interest in reading. Several aspects of the EV program, however, need further investigation, such as the ways to decide the leveling system in EV.

**Keywords:** extensive reading, extensive viewing, Mreader

### Introduction

In the past decade, the Extensive Reading (ER) program has received significant attention from experts in English language teaching. This approach has been extensively researched to examine its influence on language learning, covering areas such as reading speed, comprehension levels, vocabulary acquisition, and motivation. In general, researchers have supported the use of this program as a facilitative approach for students to acquire a second language implicitly, such as English. According to Renandya and Day (2020), this implicit language acquisition process is the most effective way to assist students in learning a new language. For this reason, it has been widely implemented in various countries, especially those with a well-established reading culture, such as Japan and Singapore. In Indonesia, this program has just begun to spread nationwide.

However, it cannot be denied that reading is not inherently a common habit among Indonesian students. Anecdotal evidence says that Indonesians prefer socializing and conversing over reading. This assertion is supported by data from the OECD (2018), an organization that regularly surveys children's literacy rates worldwide. One of its indicators is reading literacy, and in almost every report,

Indonesia consistently ranks lower, indicating low reading literacy among Indonesian children.

Thus, it is necessary to provide the students with inputs that ER can provide, but with a visual medium. This approach is called Extensive Viewing (EV) and was introduced by some experts (Ivone & Renandya, 2019). Although it has not gained the same popularity as its predecessors, ER and Extensive Listening (EL), the approach has started to be implemented in some English language classes. However, because the EV program is relatively new, the author needs to understand the students' responses to EV and compare them with the ER program. The research aims to bridge the gap in the absence of empirical research on EVs.

### ***Understanding extensive reading (ER) and its benefits***

Many experts have recommended the use of ER for English language learning. Day and Bamford (2002) were among the pioneers who advocated for the use of ER. They created ten key principles of ER, providing recommendations for educators seeking to incorporate this approach into their instructional practices. 10 principles differentiate ER from the conventional reading activities commonly employed in educational settings. These are:

1. students read as many books as they can.
2. reading materials cover a wide range of topics.
3. Students are free to choose reading materials based on their interests.
4. Reading with the primary purpose of pleasure or gaining general knowledge.
5. Reading is its reward.
6. Students read materials at their language proficiency level.
7. Reading is conducted silently and individually.
8. Promoting reading at a rapid pace.
9. Teachers orient the goals of the ER program.
10. Teachers act as role models of enthusiastic readers for their students.

Numerous studies have documented the benefits of ER programs for students. One frequently cited study is Nakanishi's (2015) meta-analysis, which examined 43 academic works. The research aimed to evaluate the effectiveness of ER programs in student language learning. The results concluded that students who received ER programs in their classrooms performed better than their peers who did not participate in such programs. This aligns with the findings of Aka (2019), who reported that participants in their research demonstrated improved reading comprehension levels after engaging in an ER program. Interestingly, Aka also noted that ER is one of the most viable ways to overcome limitations in contact with native speakers for students in English as a Foreign Language (EFL) environments.

Moreover, many experts associate ER with the acquisition of new vocabulary. Liu and Zhang (2018) exemplify this connection, as they found a substantial impact of ER on students' vocabulary acquisition. Alsaif and Masrai (2019) also presented similar results, with participants in their study experiencing a 15% increase in new vocabulary. The focus of Alsaif and Masrai's research was on incidentally acquired vocabulary resulting from extensive reading over an extended period.

Apart from the aspects mentioned earlier, experts have linked ER to other areas, such as the enhancement of students' reading processes (Masrai & Milton, 2018). Additionally, the benefits of ER have been reported in non-linguistic

domains, including positive attitudes toward reading (Hagley, 2017; Lee, Schallert, & Kim, 2015) and improved motivation (Yang, Chu, & Tseng, 2021).

### ***Challenges in implementing extensive reading***

While extensive reading programs offer numerous benefits, their implementation is not without difficulties. Several challenges are commonly encountered during execution in the classroom. Renandya, Hidayati, and Ivone (2021) summarized the obstacles encountered when implementing these programs. One of the cited challenges is the delayed impact of extensive reading, a point that is supported by research such as that of Huang (2015). Another obstacle is the lack of understanding among implementers regarding the extensive reading approach. In 2015, Day conducted a worldwide study on the implementation of extensive reading programs and found various variations in how these programs were executed. These variations often depended on the field context and the teacher's understanding of extensive reading. He categorized these variations into four types of implementations, some of which merely used the term "extensive reading" in name only. In other words, these studies adopted the term but did not adhere to the fundamental principles of extensive reading as outlined by Day and Bamford (2002). Furthermore, Renandya, Hidayati, and Ivone (2021) mentioned that there are misconceptions among some teachers about extensive reading. One of these misconceptions is the belief that extensive reading is only suitable for proficient English speakers and that the books used should be of high quality, not lightweight materials. However, Renandya and colleagues believe that students should be introduced to lightweight materials first to capture their attention and motivation before moving on to more serious books.

Renandya, Hidayati, and Ivone (2021) also highlighted the low motivation of students as a stumbling block for teachers implementing these programs. In 2015, Huang conducted a large-scale study involving 79 individuals interviewed in several Forum Group Discussions (FGD). The study examined students' attitudes toward extensive reading and found that many students were not highly motivated to read. Several students considered the available reading materials at their schools to be unappealing. However, teachers and stakeholders had devoted substantial time to selecting books that matched students' levels and interests. Experts emphasize that fostering enjoyment is crucial for ensuring the long-term sustainability of these programs.

### ***Understanding the concept of extensive viewing***

Departing from these challenges, researchers have recognized the need to seek alternative approaches based on students' preferences. Through personal interviews with students, the researchers found that many students have a greater inclination for watching rather than reading. They find this activity more engaging because it presents information in an audio-visual format, combining visual animations and images with sound. This strategy, known as Extensive Viewing (EV), has been identified by experts (Ivone & Renandya, 2019) as a possible option to address the gap between students' inclination to receive input in the target language and their preference for watching. Rodgers (2018) defines EV as an effort to assist students in learning a new language through abundant audio-visual inputs or visual content. This approach draws inspiration from the Extensive Reading (ER)



program and aims to boost students' motivation and confidence by making the activity enjoyable and exciting. In the context of Indonesia, specifically, it is observed that the cultural practice of reading from a young age is not common, resulting in a significant number of students lacking familiarity with extensive reading.

Conversely, watching is often perceived as a more comfortable and somewhat addictive activity. Numerous studies report that people spend more time watching than reading (Salim & Hanif, 2021; Webb, 2014). Various forms of viewing include watching TV drama series, films, or short videos on the internet. The internet's presence has also significantly captured attention as it offers various platforms for viewing. Lidwina (2021b) reports that YouTube is the most frequently used internet platform in Indonesia for watching short videos. On average, Indonesian residents spend approximately 26 hours per month watching content on YouTube, a considerable amount. In a different report, Lidwina (2021a) states that YouTube is the most accessed platform in Indonesia, surpassing other popular platforms such as WhatsApp, Instagram, and even TikTok. Therefore, the author argues that if some of this time is allocated to watching videos in English, it could potentially have a positive impact on students' linguistic development.

However, since this approach is relatively new (Rodgers, 2018), research on EVs is also limited. Currently, the available research is primarily conceptual, as exemplified by Ivone and Renandya (2019). While their work predominantly focuses on Extensive Listening, there are portions related to Extensive Viewing. One aspect worth mentioning is the alternative material for Extensive Listening, which has evolved from using only audio from graded books to incorporating short videos from platforms like YouTube. They also provide recommendations for websites that can be used as Extensive Viewing materials and, most importantly, how to assess this program for students. They refer to the use of logs and assignments that evaluate student comprehension, such as retelling, role play, or summarizing the main idea of what they watched.

Another noteworthy study is Rodgers (2018), which provides a comprehensive concept of Extensive Viewing and encourages the use of serialized viewing content. This approach aims to familiarize students with the plot, vocabulary, and characters within the storyline. After completing one series, students are advised to watch another series of the same genre to facilitate better anticipation and comprehension of the storyline and characters in subsequent series. This claim is supported by Pujadas and Munoz (2019), who conducted empirical research involving 106 students in Mexico. Their research highlights the use of captions as a tool to aid students in comprehending the text and acquiring new vocabulary. Nevertheless, Rodgers (2018) does not dismiss the possibility of watching short videos available on the internet. A significant contribution of Rodgers's work lies in his suggestions for future research, where he provides numerous recommendations regarding unexplored research areas. For instance, experts need to investigate how students decide whether to continue watching or switch to another channel and what their attitudes are toward the EV program.

### ***Research questions***

Based on the discussion above, this research subsequently formulates three guiding questions, as follows:

1. What are the differences in participants' perceptions towards Extensive Reading and Extensive Viewing programs
2. What categories encourage them to undertake an EV program?
3. What categories encourage them to undertake the ER program?

## **Method**

### ***Research design***

This research used a comparative research design. It compared students' perceptions while participating in extensive reading and watching programs. During this research, students took part in extensive reading and extensive viewing programs. This program provided the opportunity to read and watch English material for a total of 4 months. The reading program was implemented in the first two months with a minimum reading target of 10 thousand words (around 10-20 books). Meanwhile, for the viewing program, students were asked to watch short videos for approximately 2 months with an accumulated viewing time of around 5 hours. To help researchers monitor reading targets, researchers used a web-based application Mreader. During this program, participants could choose several printed books out of a thousand collections. After that, participants took a quiz provided by the Mreader website. With this website, student reading data can be recorded automatically so that the data can be processed more quickly and reliably. Meanwhile, for the viewing program, researchers used the Canvas application which researchers have modified to suit research needs. In this program, participants watched dozens of videos with various genres. This application has been integrated with YouTube, an application that is widely accessed by Indonesian people (Lidwina, 2021b) so that the videos watched by participants were available for free. Apart from that, these videos already have captions, either provided directly in the video or captions produced by YouTube.

### ***Participants***

This research involved 120 participants from the university level, taken from one of the largest universities in West Kalimantan. The research sample was selected purposively from classes that implemented these two programs simultaneously. In other words, the criteria for sampling in this study were university-level classes that had English courses. The class should implement extensive reading and viewing programs as part of their course curriculum. These participants represented the fields of engineering, teaching, and social sciences.

### ***Data collection and analysis***

After participating in both ER and EV programs, participants were asked to compare these two programs. They were given a series of statements and asked to rate which statement worked best for either ER or EV. The research also explored the reasons why one program was preferred over the other. Researchers measured it using a questionnaire as the main instrument. This questionnaire was prepared based on the basic principles of an extensive reading program. Of the 10 principles expressed by Day and Bamford (2002), researchers summarized them into 4 categories. Then, the researchers added one additional category. These categories were then broken down into 16 statement items in questionnaire form. Table 1 below summarizes the categories and statement numbers.

Table 1. Table of specification

No	Category	Item
1	The purpose of participating in the program, i.e. to increase general knowledge and information	7 & 12
2	The interest/comfort in participating in the program	3, 6, 8, & 9
3	The level of materials used in the program	1, 5, 13, & 14
4	The variety of available materials	2 & 15
5	Platform services such as convenience of using the platforms, quizzes, etc.	4, 10, 11, & 16

The results of this research were analyzed quantitatively with a focus on looking at tendencies toward reading or watching programs. The data were displayed in percentage form and presented in a graph to help readers understand the results better. Because this research used a continuum questionnaire, the two highest percentages on each side were combined to allow readers to understand the data presented in this research. In this way, the combined percentage of ER and somewhat ER were compared to the combined percentage of EV and somewhat EV.

## Findings and Discussion

### *Differences in student perceptions between ER and EV*

The results of this study present differences in students' perceptions of extensive reading (ER) and extensive viewing (EV) programs. It shows which programs people tend to choose and get more positive perceptions from participants.

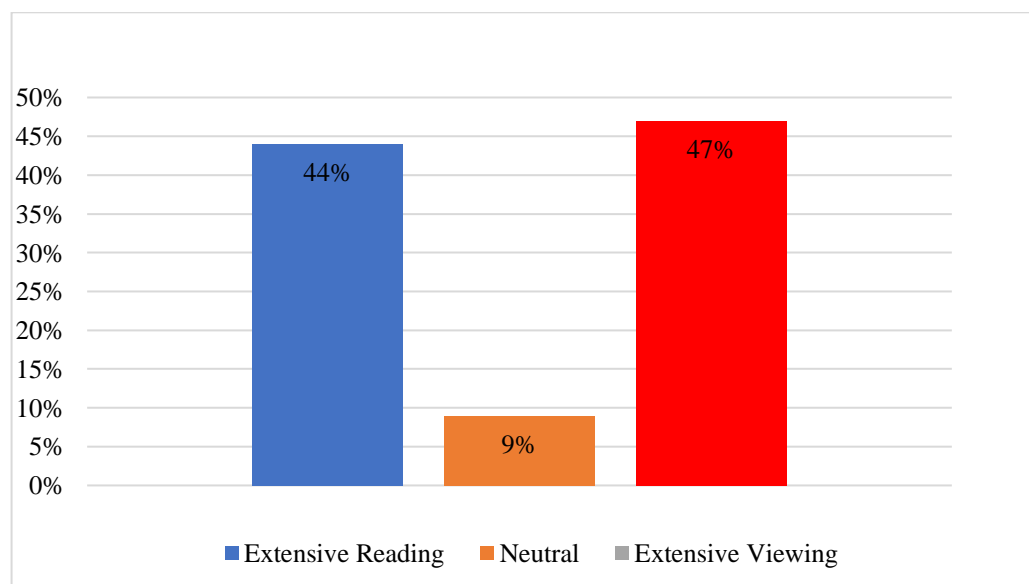


Figure 1. Comparison of student perceptions of ER and EV

Based on Figure 1, extensive viewing (EV) programs receive higher positive perceptions than extensive reading (ER) programs. Nearly half of the participants (47%) were likely to choose the EV program, compared to 44% for the ER program. Interestingly, the differences between the two are quite subtle. The EV program is only slightly superior by 3% compared to ER. In fact, at first, researchers assumed

that the EV program would be far superior to ER considering the large interest in watching among the public.

If we look closely, we can better understand which categories are positively appreciated by participants, which makes EV outperform ER. On the other hand, even though ER tends to get a lower percentage, participants still prefer the ER program in several other indicators. A more detailed explanation of this is discussed in the next sub-chapter.

### ***Category choosing an EV program***

This section aims to answer the second research question, namely the categories that encourage participants to choose the EV program. In the previous chapter, it was stated that this research collected student perception data by comparing EV and ER in five categories. The four categories are inspired by the ER principles proposed by Day and Bamford (2002). One other category was added because it relates to the use of technology or applications for both programs. The results of this research then show that three of the five categories were the reasons why participants in this study chose the EV program. Details of the differences in perception across these three categories are illustrated in Figure 2.

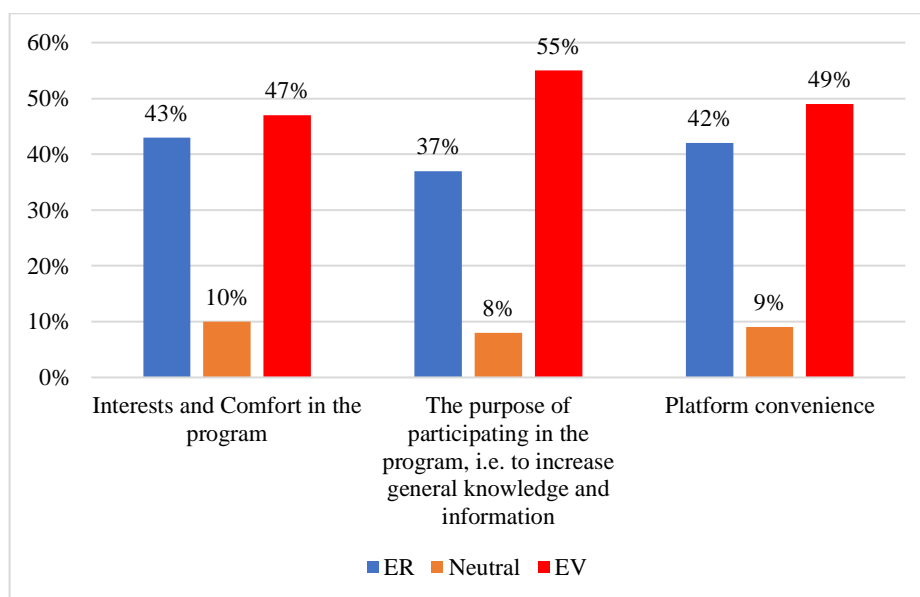


Figure 2. Categories that encourage participants to choose EV

The first category in which EV was superior to ER was related to interest/comfort in participating in the program. This category was inspired by the 10 ER principles, namely that reading material (watching) must be interesting for participants. This category was made up of four statements, namely the freedom to choose reading material (watching) according to their preferences (statement no. 3), the desire to continue watching even though it has finished (statement no.6), the acknowledgment that they are happy to have participated in this program (statement no. 8), and feelings of not feeling pressured while participating in the program (statement no. 9). As seen in Figure 2, 47% of participants preferred the EV program compared to 43% who chose ER. This figure reflects a 4% difference between the two.

In the next category, more participants chose EV, by more than half. The difference with ER is also quite large (18%), which makes this category the category with the biggest difference. This category focuses on program objectives where participants are expected to gain a lot of insight and general information by participating in the ER and EV programs. This category was built by two statements: the participant's acknowledgment of gaining a lot of insight (statement no. 7) and the program's ability to answer the participant's curiosity (statement no. 12).

Finally, this research asked what they thought about the platform services used in both ER and EV programs. Almost half of the participants chose EV (49%), 7% behind those who chose ER (42%). In this category, participants admitted that the quiz (statement no. 10) and the platform (statement no. 11) used in EV were easier to answer and use, and more interesting (statement no. 16). Uniquely, participants agreed that platform orientation (introduction) in the ER program was easier than platform orientation in EV (statement no. 4). However, on average, EVs are still superior in this category.

### ***Category choosing an ER program***

The final question in this research, namely the categories that encourage participants to choose ER, is answered in this section. There are two categories where ER gets more percentage than EV. A clear picture is shown in Figure 3 below.

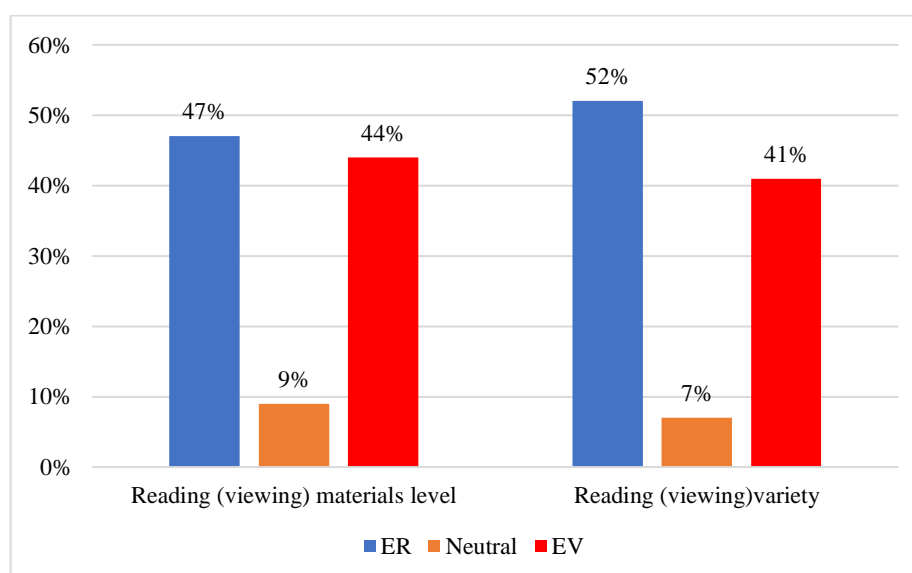


Figure 3. Categories that encourage participants to choose ER

One category where ER was superior to EV was reading level. The figure above shows that 47% of participants felt that ER had a more appropriate reading level for them, compared to EV. This figure is 3% behind participants who said that the level of difficulty in EV was appropriate to their level of English proficiency. This category was marked by their statement that ER was not difficult (statement no. 1), their ability to read quickly (statement no. 5), the large amount of vocabulary

that could be understood (statement no. 13), and their ability to continue reading without feeling bothered by difficult vocabulary (statement no. 14).

Furthermore, the ER program was often chosen because it had a greater variety of reading material than the EV program. More than half of the participants (52%) said that, which was quite a big difference from the EV program (41%). This category was characterized by the recognition that ER has a greater variety of topics than EV (statements no. 2 and 15).

### ***Discussion***

Although ER programs have received greater attention in recent decades, an alternative needs to be provided for students who are not as keen on reading. The presence of the EV program in recent years is one of them amidst rapid technological developments, which allows people to get access to short videos from various parts of the world.

This research confirms the anecdote of many parties that EV programs in English classes tend to be chosen more often than ER programs. This also confirms reports from Lidwina (2021a; 2021b) which stated that the video-sharing platform, YouTube, is the platform most accessed by Indonesian people compared to other platforms or social media.

Several reasons contribute to the findings of this study. One of the categories or reasons why EVs are chosen more often is because the EV program is considered more attractive. Even though both programs use tools or applications that are likely to attract students' attention, there are fundamental differences in terms of selecting reading material (watching). For example, Mreader (the website used in the ER program), uses leveled reading material, known as graded readers. Although the use of graded readers is widely known, the reading materials used are old stories that may be outdated and have been read or seen in another form. As a result, these stories no longer attract attention and seem outdated. In contrast, the content presented in the EV program via the Canvas platform is newer and involves a lot of content with themes of technology, travel, and world celebrity issues so it is more related to the daily lives of the participants. One more thing that makes Canvas seem more interesting is the serial content. Or, even if it is not a series, the content is presented with the same theme and YouTube channel so that it helps participants build context and familiarize themselves with the plot, characters, setting, and vocabulary in the videos they watch. Rodgers (2018) supports the use of video series like this to help students anticipate the next videos and make the process of understanding video content faster.

This research also shows that the EV program provides additional insight and more information to participants. As stated previously, videos that are new and taken from various parts of the world seem to be successful in igniting students' curiosity to see the outside world for real. The existence of this visual input provides a different sensation that is not found in ER programs where insights are obtained through text without seeing the original form of the insight in question. Therefore, Ivone and Renandya (2019) encourage taking input from various sources to help students understand spoken texts better.

One thing that surprised us was the positive response the EV program received in terms of platform usage. While the ER program uses Mreader as the main platform for tracking student reading data, researchers develop their own EV

program content with the help of the Canvas platform. Interestingly, most participants responded positively to Canvas which was adapted for the EV program because it was more attractive and easier to use. Besides, the questions given at the end of the video are also considered easier than the questions in Mreader.

Even though it looks promising, two things make participants still choose ER over EV. One of them is related to the reading material leveling system. Because ER has been studied for a long time and developed by various institutions and publishers (for example the Extensive Reading Foundation), the ER program has far more level options than the EV program. Some even have their leveling systems. This helps students easily adapt their English level to the books they will read. This is also related to the next category where the ER program has a much greater variety of reads than EV. Of course, one of the reasons is that many major publishers release graded readers with their versions.

This is very different from the EV program used in this study. Due to limited research in the field of EV, the selection of video levels in this study was carried out independently based on the researcher's knowledge and experience during dozens of years of teaching English. However, to make it more reliable, the researchers looked for videos that were short and with level articulation, but in a more limited number. To help students' understanding, researchers also looked for videos that had captions and could be captioned automatically by YouTube. The use of captions, although not asked about in this research, has been widely suggested by previous research (Pujadas & Munoz 2019) as a tool to help students understand videos.

## **Conclusion**

This research shows that there is a tendency to prefer the EV program over the ER program among students, although, if looked at in more detail, several aspects of the ER program are still superior. This shows that the EV program can be a good alternative, especially for students with low interest in conventional reading.

The results of this research have practical implications for teachers and curriculum developers at school and college levels. This shows the importance of adjusting the ER and EV programs that will be implemented. If using the ER program, for example, teachers need to pay attention to selecting book topics that are more interesting and updated. On the other hand, to implement an EV program, teachers need to pay attention to the variety of videos and their number, which are not widely available either for free or for a fee.

The research then highlights several weaknesses and suggestions that researchers can make in the future. For example, researchers need to further examine the leveling system in the EV program. This aspect is important to optimize the effectiveness of the program and ensure its alignment with students' learning preferences.

In conclusion, while our research provides valuable insight into student preferences in general, it also represents an ongoing area of research. This ongoing exploration is critical to the continuous refinement and improvement of educational strategies, ensuring they remain appropriate to the changing needs and preferences of the student population.

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## THE JOURNALIST'S OBJECTIVITY ON BARACK OBAMA'S INDIA MUSLIMS RIGHTS

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### Abstract

The primary purpose of this research is to explore the level of objectivity by journalists in their reporting. The journalist's objectivity can be determined through the utilization of engagement, one of the appraisal systems developed by Martin and Rose (2007). Engagement, namely the source of attitude, deals with the source of the discourse by scheming the resources and the writer or speaker's opinion through two main types of engagement, heterogloss and monogloss. Heterogloss and monogloss serve as great tools for evaluating the data analysis. The data that the researchers collected is from BBC News about Obama's opinion on Muslim rights in India. Qualitative methodology is used for this research. The researchers read the online newspaper and separated each sentence to be grouped according to those two types. The findings showed that almost the entire data is classified as heterogloss. It can be concluded that the majority of the article's contents are from external sources. The journalist focused and took on the figures' opinions on the issue.

**Keywords:** appraisal, engagement, news, objectivity, subjectivity

### Introduction

India is home to approximately 200 million Muslims, constituting one of the world's largest Muslim populations. However, in this predominantly Hindu nation, Muslims remain a minority and have faced persistent challenges such as systemic discrimination, prejudice, and violence, despite constitutional safeguards (Maizland, 2022). Adak (2021) noted India's seemingly inflexible laws concerning minorities. It is disheartening to observe that despite the significant Muslim population since India's inception, the majority Hindu community continues to adopt a condescending attitude towards them. This issue has not only gained attention within India but has also become a global concern, especially in Western societies.

Delling (2004) emphasizes an issue commonly highlighted in Western media, particularly regarding Muslim women in more secular societies. Muslim societies are often accused of discriminating against women, despite a contrary historical narrative in Islam. Additionally, Delling argues that the Qur'an, the holy book for Muslims, aimed to improve the status of women in prehistoric Arabia, preventing the killing of baby girls and granting them legal rights, such as inheritance, and the

ability to manage property and seek divorce for reasonable reasons. However, gender-biased regulations persist in some Islamic countries, reflecting a historical context that predominantly favored men. This has led to a global phenomenon where individuals with differing beliefs, particularly Muslims, face disrespect and discrimination. Throughout the years, news reports by journalists have consistently highlighted instances of such encounters.

Journalists fully recognize the crucial role of the press in serving society, particularly in promoting the common good (Tahat, Tahat, Alhammad, & Qublan, 2020). They emphasize that the press plays a vital role in interpreting facts, issues, and events, with a primary focus on mobilizing people and setting the agenda for society. By directing people toward information on human rights, social justice, or environmental issues, journalists aim to exert a positive influence on society (Lough & McIntyre, 2018). Nevertheless, it is crucial to recognize that this arrangement does not ensure a complete absence of value or hidden messages within the media. Journalists subtly shape the audience's interpretations by attributing sources, influencing whether the audience aligns or disaligns with the journalist's attitudinal position. Simultaneously, Mahamed, Omar, and Krauss (2021) contend that journalists should create content adhering to journalistic standards, objectively evaluating situations, and taking a stance based on factual evidence. Journalists must be cognizant of potential outcomes, whether positive or negative, considering how news is crafted, and whether it adheres to objectivity or leans towards subjectivity. In this context, appraisal systems are deemed the most effective tool for comprehensive analysis.

In conducting this study with the appraisal systems, the researchers focus exclusively on the engagement branch to observe the objectivity of journalists' arguments in the BBC online newspaper. Political news often reflects the journalist's intended message for the public, whether persuasive, argumentative, or descriptive. The use of appraisal to analyze the news is due to one of the appraisal system's branches, which is engagement. Engagement focuses on examining data through two categories: "heterogloss," derived from external sources, and "monogloss," reliant solely on the author. This study concludes that monogloss represents subjectivity, while heterogloss reflects objectivity, employing the appraisal system proposed by Martin and Rose (2007).

Previous studies addressing similar issues employed similar methods and data sources. Thahara, Gunawan, Samad, Weda and Rahman (2019), focusing on political news, utilized the appraisal system by Martin and White (2005) and found that 47.82% of their data exhibited appreciation, 30.43% reflected effect, and 21.74% conveyed judgment, with monogloss dominating the sources of attitude. In agreement, Asad, Noor, Indah, and Jaes (2021) emphasized the value of citing external sources as authoritative references, employing the same data and method while adding Critical Discourse Analysis by Norman Fairclough (1995). Their findings highlighted indirectly invoked attitudes through evaluative groundwork, explicitly explained in the quoted text, with the 'Appraiser' serving as a central social actor. Furthermore, Cahyono, Dwi, and Sumarlam (2021) conducted a study using the appraisal system by Martin and White (2005) to find out the ideology and also the power of the online newspaper. The findings reveal the presence of three appraisal elements, specifically engagement. In this current study, the researchers

analyze the writer's perspectives in news texts, utilizing Martin and Rose (2007) by analyzing the perspectives of the writer.

### ***Appraisal***

Appraisal involves the assessment of various aspects within a text, such as the attitudes being conveyed, the intensity of emotions expressed, and the sources employed to establish values and align readers, as stated by Martin and Rose (2007). They added that Appraisal, as a system of interpersonal meanings, serves as a tool for negotiating our social connections, allowing us to communicate our feelings towards individuals and matters to the audience. Meanwhile, Martin and White (2005) pointed out that appraisal emphasizes the means of assessing negotiable attitudes and the intensity of affect in discourse, as well as the means used by writers or speakers to present their views and to frame and align readers and hypothetical listeners. In other words, what appraisal essentially explores is how speakers and writers often make judgments about people, other writers/speakers, and their statements, material objects, events, and situations. In that case, the writer or speaker should have a thorough knowledge of the subject matter before expressing the message, because the audience can assess and analyze the aspects mentioned above

### ***Engagement***

Martin and White (2005) stated that engagement pertains to the sourcing of attitudes and the interplay of voices surrounding opinions in discourse. They also explained that engagement involves the utilization of resources such as projection, modality, polarity, concession, and different remarks adverbials to position the speaker or writer about the value position being advocated and about potential responses to that value position. In the meantime, Martin and Rose (2007) expressed that engagement, which is an exploration of attitudes' sources, dives into the methods through which projecting source, modality, and concession have the potential to incorporate a diverse array of perspectives into a written composition. Furthermore, the primary decision at hand revolves around opting for a singular voice, commonly referred to as monogloss, or embracing multiple voices, known as heterogloss.

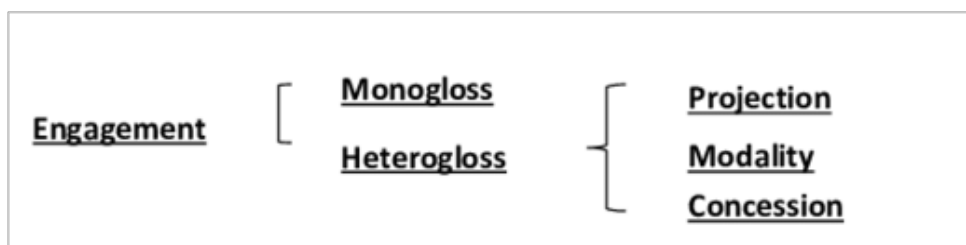


Figure 1. Engagement framework (Martin and Rose, 2007)

Appraisal, with its engagement system, is focused on the interpersonal dimension of meaning, while the other SFL branches are centered on the textual dimension of meaning (Rahman, 2018). The engagement system represents the viewpoints of researchers who conduct a study, concerning others' opinions or discussions in the same field.

### ***Politics***

According to Leftwich (2004), politics encompasses the actions leading to significant binding decisions and the institutions responsible for making those decisions. Essentially, politics influences the decisions made by a nation's government, shaping the policies of each country. Politics is also inherently linked to the decisions and actions of a government, which, in turn, impacts the lives of its citizens. Various fields, including economics, education, healthcare, social welfare, and environmental policies, are influenced by politics (Acemoglu & Robinson, 2002). This suggests that individuals can develop different habits each year due to the dynamic nature of political existence.

### ***Journalist***

Journalists play a pivotal role in providing insights into various aspects of human life through their reports, commonly known as daily news, as stated by (Deuze, 2005). He added that the purpose is to benefit society by keeping the public informed, examining the use of power, fostering democratic discussions, and, through these means, contributing to the progress of political, economic, social, and cultural aspects. Crafting a news report requires journalists to adhere to principles of accuracy and honesty in presenting the details of an incident (Knight, Geuze, & Gerlis, 2008). In conclusion, journalists serve as conduits of information, offering a comprehensive view of the multifaceted aspects of human existence. While navigating through diverse topics, this research focuses specifically on unraveling the complexities inherent in governmental politics. The study zooms in on the detailed landscape of government politics, aiming to uncover the nuances and challenges in this critical area.

### ***Method***

This study employs a qualitative method, chosen for its objectivity in acquiring a thorough comprehension of social phenomena within authentic settings (Ugwu & Eze, 2023). The use of this method is essential as the research involves gathering and analyzing non-numerical data. The data source for this study is purposively selected political news, specifically the BBC news article titled "Barack Obama: Row in India over Former US President's remarks on Muslim rights." The News was released on June 26, 2023. The news is crafted in response to a recent CNN interview with Barack Obama that has provoked displeasure among leaders in the Indian government, and this interview took place on June 23. The focus of the news is Obama's viewpoint regarding the treatment of Muslims as a minority in India, alongside the unfavorable responses and reactions from India's ruling party leaders concerning this issue.

To get the data, the researchers obtain purposive sampling by searching the news on Google. The news was taken from the official website, BBC (<https://www.bbc.com/news/world-asia-india-66016432>). In analyzing the data, the researchers employed the Appraisal framework proposed by Martin and Rose (2007). The researchers limited this study by focusing on one system of appraisal, namely, engagement.

## Findings and Discussion

### Findings

The analysis findings offer captivating insights into linguistic engagement across diverse categories. Heterogloss stands out as the predominant form, covering 79.4% of the data. One of the heterogloss categories, projecting source, appears most with 65 percent. Concession contributes 8% of instances and concession is the lowest with 6.4%, representing instances of surrendering a perspective and expressing degrees of necessity or possibility. This category signifies the use of varied languages or speech forms, reflecting a rich linguistic framework. Meanwhile, monogloss follows at 20.6%, far less than heterogloss, indicating moments where a single language or speech form is employed. Notably, the analysis did not uncover any instances of names for ‘speech acts’ which is one of the projecting source elements. These results provide valuable perspectives on the subtle details of language use and expression within the examined context.

Table 1. The Analyzed Data

Engagement		Recurrence	Percentage
Heteroglossia	Projecting Source	41	65%
	Concession	5	8.1%
	Modality	4	6.3%
Monogloss		13	20.6%
Total		63	100,0%

### Heteroglossia

Heterogloss aspects, as mentioned previously, are projecting source, modality, and concession. Dive deeper into projecting source, it is composed of projecting clauses, projecting within clauses, scare quotes, and names for ‘speech acts’.

#### 1. Projecting Source

Projecting source refers to the act of quoting or reporting what someone said, including the use of speech marks for direct quotations. By using projection, it can bring in more viewpoints for evaluation. The projection process can be used repeatedly, providing an opportunity for a thorough exploration of the sources underlying the information being presented in a multifaceted way, where we can utilize it to delve into the origins of various information sources.

Data	Appraising	Appraised	Engagement type:
1 "How should a president engage with those kinds of leaders, either in the naming of them or in the dealing with them?" she asked.	asked	She	Heteroglossia: Projecting Source (Projecting clause)
2 However, there were also protests against his government, which was led by the Hindu nationalist BJP.	which	protest	Heteroglossia: Projecting Source (projecting within clause)
3 Assam chief minister Himanta Biswa	"Hussain	Biswa	Heteroglossia: Scare

Data	Appraising	Appraised	Engagement type:
Sarma tweeted that there were many "Hussain Obama in India itself" who needed to be taken care of.	Obama in India itself"	Sarma	quote

It can be seen from the table above that the finding of datum 1 is classified as engagement: heterogloss: projecting source. It is indicated by the use of the projecting clause 'she asked' which means that she was commenting on Obama's statement about Muslims in India by asking a rhetorical question. Meanwhile, datum 2 is identified with the lexis 'which' functions as appraising item. It describes that the use of the relative adjective 'which' tends to explain the protest on which is led by the Hindu nationalist BJP. The last datum presented in the table above is gained from a tweet by Assam Chief Minister Himanta Biswa Sarma. It reveals that the journalist presents his argument using a scare quote, "Hussain Obama in India itself" which indicates that the people of India protect minority rights in India, especially Muslims. The journalist describes these people as good as Obama who loves peace and justice.

## 2. Concession

Concession, also known as counterexpectancy, involves keeping an eye on expectations. This monitoring is a common feature found in Engagement, it usually indicates using conjunctions, which play roles in expressing time, contrast, and causes. it is used to signal that the speaker countering an expectation that the speaker's created for the hearer. At any point in a text, readers expect what is likely to follow, and the speaker sees it as their role to challenge or contradict those expectations.

Data	Appraising	Appraised	Engagement type:
4 She went on to say that India wanted good relations with the US but "there too we get remarks about religious tolerance in India".	But	India wanted good relations with the US	Heteroglossia: Concession
5 Mr. Sarma's tweet mentioning Mr. Obama's middle name was a way of "twisting" his remarks into ones "made by a Muslim" even though the former president does not practice Islam.	Even though	"Made by a Muslim"	Heteroglossia: Concession

In datum 4, the journalist initially conveys that the Indian Finance Minister, Nirmala Sitharaman, referred to as "she," stated that India desires positive relations with the United States. However, the journalist countered that the issue of religious tolerance in India is being brought up in the United States as well. The concessive element comes with the word "but". In datum 5, the journalist considered that Mr. Sarma's tweet, which mentions Mr. Obama's middle name, is a tactic to manipulate the meaning of Obama's remarks. Mr. Obama's middle name, Hussein, is associated with a name with significance in Islamic history. It was exploited to misrepresent his remarks, making them appear as if the remarks were made by a Muslim despite

of the former president does not practice the religion. The concession is introduced by the phrase "even though" signals a contradiction.

### 3. Modality

Modality is an alternative method for incorporating additional perspectives into a text. Modality, according to Halliday (1994), is a way that language expresses certainty or necessity that creates a range of meanings between saying "yes" and "no." He mentioned that it includes how sure someone is about something or how necessary or desirable it is. Essentially, it helps people express their feelings and opinions in language.

	Data	Appraising	Appraised	Engagement type:
6	Mr. Obama said in an interview last week that India may "start pulling apart" if minority rights weren't protected.	May	India	Heteroglossia: Modality
7	People commenting on India's minority rights should "also think about how many Muslim countries they have attacked".	should	People	Heteroglossia: Modality

In datum 6, the term "may" contains a sense of possibility or likelihood. It reflects the perspective on the situation, conveying a degree of uncertainty or speculative nature regarding the outcome in the future. The journalist indicates that according to Mr. Obama, there is a potential scenario where India can start pulling apart. This use of modality gives a subtle detail to the statement, suggesting a hypothetical consequence if minority rights are not safeguarded. Datum 7 employs the modality "should", implying a recommendation or suggestion. In this context, the journalist conveys an expectation for moral advice directed at individuals criticizing or expressing concerns about India's minority rights. The suggestion is that these individuals should consider that their own country, the United States, has a history of military actions in Muslim-majority countries."

### Monogloss:

Monogloss is defined as a "single voice". It refers to a situation where the source of an attitude in a piece of writing is solely the author, as the writer's voice dominates the discourse without incorporating diverse viewpoints or external influences.

	Data	Appraising	Appraised	Engagement type:
8	Mr Obama's full name is Barack Hussein Obama II.	Mr Obama's full name	Obama's	Monogloss
9	Leaders of India's governing party have criticized former US President Barack Obama for his recent remarks on Muslims in the country.	criticized	Leaders of India's	Monogloss

In datum 8, it is monogloss due to the widely known fact that the name of a popular figure is familiar to the public. In this instance, the journalist mentioned



Barack Obama's full name, a straightforward fact already known to the public, and quoting someone is deemed unnecessary. Datum 9, represents the journalist's singular perspective attributed to the leaders of India's governing party who are criticizing former US President Barack Obama. In this case, there is no explicit inclusion of diverse voices, the statement purely conveys a specific viewpoint without presenting alternative opinions.

### **Discussion**

The data analysis provides a comprehensive exploration of appraisal system, engagement, revealing a predominant presence of heterogloss over monogloss. It is proven by Cahyono, Dwi, and Sumarlam (2021) that the predominant type of engagement in the data is monogloss, representing the voices of the tribe as they discuss their displacement from their land. Furthermore, the result of this study is relevant to the study conducted by Thahara, Gunawan, Samad, Weda, and Rahman (2019), that in "Prabowo's Anger During 212 Reunion: Appraisal System of CNN Indonesia News Text", where the source of attitude was dominated by monogloss. it was demonstrated that CNN Indonesia News cited statements made by Prabowo to enhance the credibility of their news report. Based on the findings, projecting source in heteroglossia occurs dominantly, indicating that the source mostly comes from the direct quoting of phrases or clauses from other people. It is evident from the data that the news comprises numerous reports from government figures. This encompasses a range of insights, including their responses in interviews and comments on social media, namely Twitter. The incorporation of modality, which adds nuances of certainty, possibility, or necessity, provides a nuanced and comprehensive perspective. Additionally, the use of concession, which involves acknowledging counter-expectations or contrasting viewpoints, contributes to a more balanced and persuasive discourse. To conclude, the data demonstrates a high level of objectivity in the process of writing. On the other hand, the level of subjectivity is significantly lower. This study clarifies the one conducted by Asad, Noor, Indah, and Jaes (2021). Despite incorporating an additional method, Critical Discourse Analysis, it was determined that this context was explicitly elaborated upon in the quoted texts, demonstrating that the data contains numerous quoted texts, indicating a high level of objectivity in the content. It is obvious because of the journalist's suggestion that there are not many monogloss aspects used by him. The journalist conveys a few subjectively written statements, such as straightforward information and specific viewpoints of their own. The result of this study comprehends to Ziliwu, Nurlela, and Perangin-angin, (2020) that the primary use of the data favors a heteroglossic system over a monoglossic system when conveying the speaker's perspective. Even though every individual, including journalists, may have implicit biases, the journalist intended to minimize taking a side from their perspective. The journalist presented information in a manner that is as neutral and unbiased as possible due to the crucial issue. Somehow, the readers will also play a crucial role in critically evaluating news sources and being aware of potential biases once they read the news.

### **Conclusion**

The journalist is objective in writing the news, as evidenced by the predominant use of heterogloss. This means that the journalist heavily relied on

external sources, shaping the narrative based on various perspectives rather than expressing a singular viewpoint (monogloss). This observation aligns with the idea that the journalist focused on presenting a diverse range of opinions, particularly those of figures relevant to the issue. The research underscores the role of journalists in shaping public opinion and addressing social issues, as emphasized by scholars. It also highlights the importance of understanding the sources of information and the potential impact on the objectivity of journalistic content. While the study focused on a specific news article, it is essential to acknowledge the broader context of media portrayal. However, the implications of such reporting on public perception and the potential influence of external sources on journalistic objectivity remain areas for further exploration.

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## REVEALING STUDENTS' PERSPECTIVE OF PROJECT-BASED ASSESSMENT THROUGH MAKING CREATIVE VIDEOS IN INDONESIAN LANGUAGE LEARNING

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### **Abstract**

Learning evaluation is a method lecturers use to determine the achievements of the learning process. Generally, lecturers use practice questions or quizzes as a learning evaluation medium. However, in the era of society 5.0, education must pay more attention to student outcomes and real learning through project-based assessment. This research aims to reveal students' perspectives in carrying out project-based assessments as midterm test assessments. This research used a descriptive qualitative method with interview techniques with four students as respondents. The research results show that through project-based assessment in creating creative video content, students feel they can carry out learning evaluations in a fun way and deepen the learning material more deeply. Thus, project-based assessment through making creative videos can be a recommended medium for evaluating Indonesian language learning in the era of Society 5.0.

**Keywords:** Indonesian language learning, project-based assessment, society 5.0, students' perspective

### **Introduction**

Assessment is the result of learning evaluation. The definition of learning evaluation is one method that teachers can use to determine the achievements of the learning process. Apart from that, evaluation in learning is also important as an indicator of the teacher's success in providing understanding to students. Groundlund and Linn (1990) and Ratnawulan and Rusdiana (2014) say that learning evaluation is a process of collecting, analyzing, and interpreting information systematically to determine the achievement of learning objectives. Apart from that, Ratnawulan and Rusdiana (2014) said that learning objectives are the basis for knowing the level of development, achievement, and effectiveness of teaching. Magdalena (2020) revealed that a good evaluation system will be able to provide an overview of the quality of learning so that it will help teachers in planning learning strategies.

Apart from that, there are several concepts regarding evaluation. The first understanding is that evaluation is a process. This means that in carrying out an evaluation, various kinds of actions must be carried out so that the evaluation is not

the final result but rather a series of action processes. In the second sense, evaluation is connected with providing value (Sanjaya, 2008).

In reality, teachers generally use quizzes and practice questions in the form of essays or multiple choices to determine students' understanding of the material they have studied. Learning evaluation is also often interpreted as a test. However, according to Asrul (2014) and Ulya (2021), learning evaluation is not just an assessment of learning outcomes but rather all the processes undertaken in learning. Assessment based on exams, both written and oral exams, has the potential to cause 'pressure' on students. Because of this 'pressure', students compete to get good grades using the rote method so that their level of understanding is not deep. In fact, in this era of Society 5.0, students are required to have abilities that are more than just memorizing.

According to Trilling and Fadel (2009) in Arsanti (2021), there are three main types of skills in the 21st century, namely (1) life and career skills, (2) learning and innovation skills, and (3) information media and technology skills. Then, the Ministry of Education and Culture popularized these 21st-century competencies as 4C (communication, collaboration, critical thinking & problem-solving, creativity, and innovation). The Ministry of Education and Culture designed a learning model that is expected to meet the needs of society 5.0. Graduate competencies are prepared through innovative learning models and assessments. This aims to produce graduates who can become leaders in the future with superior personalities through real learning programs or gaining direct experience in the field (Andayani, 2022).

Based on the demands of society, 5.0. Therefore, the world of education is required to innovate, both in learning strategies and assessment systems. In learning in Indonesia, one of the curriculum changes that has been made is the Independent Learning Campus (MBKM) based curriculum. The MBKM curriculum is implemented to provide space for students to be able to think critically and analytically, have direct experience in the world of industry and society as preparation for entering the world of work, and have creativity in solving problems. One implementation is through the case method and project-based learning (PBL).

To achieve the required competencies, not only can the learning method be project-based, but the assessment system can also be project-based. This method has advantages, namely active student involvement and high thinking skills. With this method, students can be more independent and mature and have high reasoning and analytical powers. Apart from that, project-based learning and project-based assessment also make learning more meaningful because students are directly in contact with real-life examples of reality. Suardipa and Primayana (2020) say that teachers must innovate and update the learning system in the classroom, including the assessment system.

Based on this background, this research discusses students' perspectives regarding project-based assessment through making creative videos while learning Indonesian. This aims to find out whether the assessment system based on creative video-making projects has a positive impact on students and helps achieve learning goals. Apart from that, this research also aims to find project-based assessment designs that suit the demands of abilities that students must have in the era of society 5.0.

### **Previous Research**

Several researchers have carried out research regarding the use of project-based assessment. Izzah (2021) researched the perspective of TESOL teachers in project-based assessment in ELT classes. In his research, Izzah (2021) said that the use of project-based assessment is generally still used in science learning. However, this does not rule out the possibility if applied to English learning. Using a qualitative case study method, the research results show that teachers appreciate implementing project-based assessment in their classes, even though many challenges are encountered.

Apart from that, there are several studies regarding the impact of project-based on improving student abilities. Anggito et al. (2021) revealed that the project-based learning model with videos affects students' critical thinking abilities. By using the paired sample T-test method, the results of the study showed that there was an increase in the average pretest score compared to the post-test score. A significant increase in scores was seen in classes that used the project-based learning model. In line with Anggito's (2021) research, Rohayati and Rachmawati's (2021) research examined the impact of making YouTube videos on students' critical thinking abilities. By using a case study-based descriptive qualitative method, the results of the research show: (1) students realize the importance of project-based learning, (2) students consider doing video-based projects in learning English for medicine as a medium to facilitate critical thinking, (3) students show increased ability in English for Medical, and (4) students realize that digital literacy is needed to support their future careers.

Apart from that, Wahyudi (2022) researched the impact of video project-based learning on students' speaking abilities with pre-experimental methods. The results of this research are a comparison of T-test samples showing that project-based learning has a significant impact on students' speaking abilities. This can be seen by comparing student scores from the pretest and post-test, namely, .00 or  $P < .05$ .

In contrast to previous studies, which mostly discussed project-based learning strategies, this research analyzes students' perspectives on project-based assessment through making creative videos in learning Indonesian. This is important to discuss to find an innovative assessment system and be able to educate students so that they have abilities that are in line with the era of society 5.0.

### **Method**

The method in this research uses qualitative methods. Qualitative research data is most often in the form of words, so the most effective way to collect this is participant observation, in-depth interviews, group interviews, and collecting relevant documents (Erickson & Wilson, 1982 in Wahyuni (2023). Meanwhile, Cresswell and Poth (2018) in Wahyuni (2023) said that there are four types of data collection in qualitative research, namely: interviews, documentation, observation, and audiovisual material.

This research uses qualitative methods with questionnaire and interview techniques as an in-depth study of student answers. Because this research aimed to find out the student perspective, the respondents were 27 students who were taking the first semester of Indonesian language courses consisting of several study programs at UPN Veteran East Java. Of the 27 respondents, four students were selected for interviews to deepen their answers. Through questionnaires and

interviews, students' perspectives on project-based assessment through making creative videos in Indonesian language learning can be revealed. Apart from that, the results of this student perspective can be used as recommendations regarding a project-based assessment system for Indonesian language courses, especially in the mid-semester assessment.

## Findings and Discussion

### *Student perspectives on making creative videos about spelling errors*

The project-based assessment implemented by researchers acting as teachers is for mid-semester evaluation assessments. Students work on creative video projects individually. The video created is a collection of documentation about examples of errors in the use of Indonesian in the local environment, such as errors in doctor's practice signage, errors in shop banners, and so on. Students report the various language errors found and then explain how to write correctly. Apart from that, students can add editing effects to their videos.

The following are the results of a questionnaire related to project-based assessment from a student perspective.

1. Apakah penilaian ujian berbasis proyek (project-based assessment) dengan membuat video minivlog kesalahan ejaan lebih memudahkan dibanding mengerjakan soal esai?

27 responses

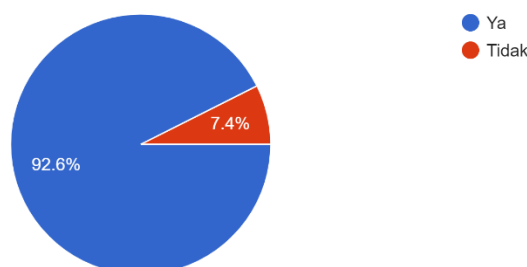


Figure 1. Comparison of project-based assessment with essay exams

Based on the data in Figure 1, as many as 92.6% stated that project-based assessment through making creative videos was easier than taking essay exams. This is because students can produce creative videos about errors in using Indonesian while referring to references from the KBBI, EYD V, and the website of the Language Development and Development Agency. Apart from that, in making creative videos, students can also be creative about their video concepts. Different from written exams, students have to memorize the use of standard words, write the correct spelling, etc.

2. Apakah proyek video minivlog tentang kesalahan berbahasa dalam masyarakat memacu Anda untuk mempelajari lebih dalam mengenai materi Ejaan Bahasa Indonesia?

27 responses

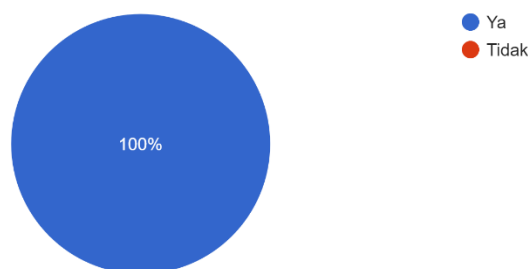


Figure 2. The relationship between project-based assessment and student understanding

Based on the data above, as many as 100% of students stated that by making creative mini vlog videos about language errors in society, students were motivated to learn and deepen writing good and correct Indonesian spelling according to EYD V. This is because apart from reporting language errors existing in society, students must be able to correct these mistakes. Therefore, students must first learn how to use Indonesian correctly before making videos.

3. Apakah proyek video minivlog tentang kesalahan ejaan memberikan pengalaman empiris bagi Anda bahwa dalam masyarakat Indonesia masih banyak ditemukan kesalahan berbahasa?

27 responses

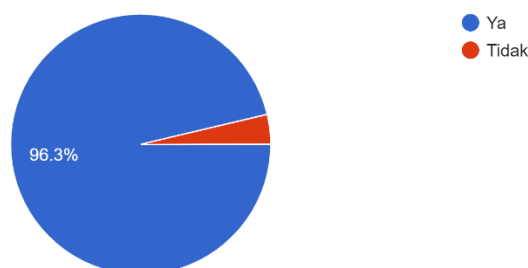


Figure 3. The relationship between project-based assessment and experience for students

Based on the data above, 96.3% of students answered that they had real experience in using Indonesian in society, either on campus or around the house. Making this video opens awareness to students; even though Indonesian is used in everyday life, in reality, there are still many language errors found. This can be seen in errors on the nameplates of doctors' practices, errors in the writing of pharmacy nameplates, photocopy shops, printing shops, food stalls, and many more. With this experience, students see directly and record any language errors they find in their surrounding environment.



4. Apakah Anda mempelajari hal baru saat proses membuat proyek video minivlog tentang kesalahan ejaan bahasa Indonesia?

27 responses

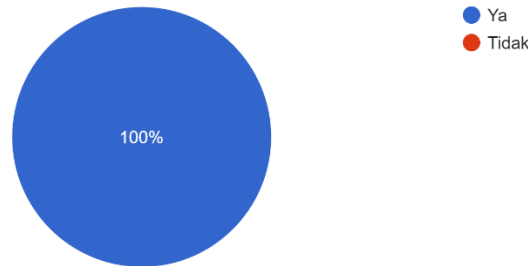


Figure 4. The relationship between project-based assessment and creativity and innovation

Based on this data, as many as 100% of students stated that in the video-making project, they learned new things, one of which was creativity in editing videos and finding vocabulary that was initially thought to be correct, but it turned out that the words were written incorrectly. Apart from that, students can also practice interesting ways of communicating by making videos. Students can practice how to convey information about writing Indonesian correctly to the audience. Creative videos are uploaded via each student's YouTube account so that the general public can watch them. This is a means of educational videos regarding the correct use of Indonesian by students for the community. In this way, students are motivated to make interesting, creative videos because the videos will be published to the general public.

#### ***The positive effect of project-based assessment through creating creative video***

From the questionnaire distributed to students, as an insight into the positive impact that students get from making creative videos as a mid-semester exam assessment system, researchers took four students with the highest video scores. Standardization of assessment from project-based assessment through this innovative video is as follows:

Table 1. Project-based assessment standards through creative video

Assessment criteria	Value Standards
Video Originality	20 point
Accuracy of Improving the Use of Indonesian	20 point
Communication and Voice Clarity	20 point
Creativity in Video Making	20 point
Duration Accuracy (min. 5 minutes, max. 10 minutes)	20 point
Total	100 point

Based on these assessment standards, four students with the highest scores were selected as respondents in the interview, namely student 1 with a score of 90, student 2 with a score of 85, student 3 with a score of 85, and student 4 with a score

of 80. This interview was needed to deepen the data about the positive impact that students get when carrying out project-based assessments through making creative videos. This is necessary to find out what benefits students get, apart from deepening their understanding of the good and correct use of Indonesian. Interview questions are a deepening of the questions that have been answered in the questionnaire. The results of interviews with the four students are as follows:

<p>Question:</p> <p>1. What new things did you learn when making a creative video project about errors in using Indonesian in the local environment?</p>	<p>Student 1:</p> <p>I got a lot of positive things, starting from preparing research for video concepts and looking for mistakes in using Indonesian on the street to video editing skills that require creativity.</p> <p>Student 2:</p> <p>With this video project, I was able to find out that there are still many incorrect writings of the rupiah denomination in society. If it weren't for this project, I wouldn't know the correct spelling of rupiah.</p> <p>Student 3:</p> <p>I know that there are still many language errors in society, even though we already use Indonesian in our daily activities.</p> <p>Student 4:</p> <p>I just found out that the Indonesian language I often use is wrong, such as using the word 'fotocopy' which should be 'fotocopy', etc. Apart from that, I also learned new things about making mini video reports which can hone my creativity.</p>
<p>Question:</p> <p>2. Do you agree that assessment in Indonesian language learning uses a project-based assessment system? Explain why!</p>	<p>Student 1:</p> <p>Yes, I agree. Through this project-based assessment, students can learn more about good and correct Indonesian in real terms because they have to look for facts about language errors in the field and students have to be able to correct them.</p> <p>Student 2:</p> <p>Yes, I agree. Students gain real experience in analyzing errors in the use of Indonesian in society.</p> <p>Student 3:</p> <p>Yes, I agree. Through making videos, students must learn to understand the material so that it is easier to remember. In addition, project-based assessments are more effective than written exams because they have the potential to be carried out with the help of AI.</p> <p>Student 4:</p> <p>Yes, I agree. A project-based assessment system through video making makes it easier for students and explores creativity.</p>

<p>Question:</p> <p>3. In your opinion, do project-based assessments through making creative videos can motivate you to learn good and correct Indonesian? Explain why!</p>	<p>Student 1:</p> <p>Yes. By knowing that there are still many errors in using Indonesian, students are motivated to learn the correct language.</p> <p>Student 2:</p> <p>Yes. As a national language, Indonesian should be mastered by students in the younger generation. The fact that there are still many language errors found in our environment makes us feel sad.</p> <p>Student 3:</p> <p>Yes. Because we will continue to need Indonesian in academic life, such as writing a thesis, and in everyday life.</p> <p>Student 4:</p> <p>Yes. By making this video, students can provide education about correcting language errors to the public directly.</p>
<p>Question:</p> <p>4. What obstacles do you face when creating creative video projects?</p>	<p>Student 1:</p> <p>The obstacles faced are generally related to the short duration of work and a lot of assignments from other courses.</p> <p>Student 2:</p> <p>The challenge is to ensure that the information conveyed in the video is correct and reliable. This spurs us to look for references from trusted sources.</p> <p>Student 3:</p> <p>The problem with finding spelling errors in the surrounding environment is due to limited transportation.</p> <p>Student 4:</p> <p>Difficulty editing videos. However, this made me learn to edit videos so that I had new skills.</p>
<p>Question:</p> <p>5. Are there any criticisms and suggestions for project-based assessment through creative videos in Indonesian language learning?</p>	<p>Student 1:</p> <p>The next project is making videos on TikTok.</p> <p>Student 2:</p> <p>Make creative videos for Instagram Reels so that educational videos on the correct use of Indonesian can also be watched by other young people.</p> <p>Student 3:</p> <p>Extending the collection deadline.</p> <p>Student 4:</p> <p>In addition to writing errors, the next project could observe errors in conversations in YouTube videos.</p>

Based on the results of interviews with the four students, several points show the positive impact of project-based assessment for students. Firstly, students said that by having a creative video-making project about mistakes in using Indonesian in their surroundings, they got a lot of positive things, starting from the initial

research for video concepts, looking for mistakes in using Indonesian on the street, to video editing skills that require creativity. Apart from that, students also gain new knowledge regarding the use of vocabulary that is often used incorrectly, such as the word 'photocopy', which should be 'photocopy', etc.

Second, students stated that they agreed to use a project-based assessment system in learning Indonesian. From a student perspective, through project-based assessment, students can learn more in real terms because they have to look for facts about language errors in the field and then provide corrections. Apart from that, making creative videos as exam assessments is considered more effective than written exams, which have the potential to be taken using AI technology such as GPT chat.

Third, students stated that through project-based assessment through making creative videos, they could motivate them to learn good and correct Indonesian according to EYD V. As a national language, Indonesian should be mastered by the younger generation, who often mix Indonesian with foreign languages. Apart from that, the fact that many language errors are found in the surrounding environment makes us feel sad as Indonesians. Thus, through making this creative video, students can also provide education to the public about the good and correct use of Indonesian.

## **Conclusion**

Students' perspectives regarding project-based assessment through making creative videos in learning Indonesian can be described as follows: (1) students feel happier doing project-based exams through making videos compared to written exams, (2) students are motivated to learn more about Indonesian language material. This is because videos regarding a collection of errors in the use of Indonesian in society must be published on YouTube. Apart from that, students not only collect documentation of errors in Indonesian but also provide corrections according to EYD V. (3) Students learn new things, one of which is creativity in editing videos, finding vocabulary that was initially thought to be correct but it turns out that the words were written Wrong. Apart from that, students can also practice interesting ways of communicating by making videos. (4) they gain real experience in knowing the use of Indonesian in society, either on campus or around the house. Making this video opens awareness to students; even though Indonesian is used in everyday life, in reality, there are still many language errors found.

Apart from that, regarding the effectiveness of project-based assessment, students think it can be more objective than written exams, for example, essay writing exams. This is because written exams have the potential to be taken with the help of AI technology such as chatGPT. Project-based assessment through creative video-making comes with obstacles. However, students think that the obstacles to making videos are generally the limitations of the gadgets that students have and their video editing skills. However, this increases creativity in creating videos, which can have an impact on their soft skills, too.

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## LEARNER AUTONOMY-BASED WRITING INSTRUCTION MODEL FRAMEWORK FOR HIGHER EDUCATION STUDENTS

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### Abstract

Writing is an essential skill for students' academic achievement, although it is defined as a complex activity that remains a major challenge for many students at the university level. This study aims to: 1) analyze the needs of undergraduate students majoring in English in learning writing skills; 2) identify the lack of existing writing instruction models used by lecturers; and 3) describe a framework for developing a learner autonomy-based writing instruction model. This study applied design-based research and the subjects were students majoring in English and lecturers for writing courses from three universities. Research data were obtained using questionnaires, an interview guide, and observation sheets. Data analysis was carried out qualitatively and quantitatively. There are several findings in this study. First, in general, the needs of students majoring in English to learn writing skills are to support their current learning process and their future work. Second, it is found that the existing teaching plan still needs some improvement in terms of the use of teaching strategies, writing activities, learning materials, and assessment. Third, in the context of autonomous writing learning and the genre-process approach to teaching writing, the learning model developed is the Learner Autonomy-based Writing Instruction Model, based on these two main theories. It consists of four learning stages, namely brainstorming ideas, exploring details, sharing ideas, and trying your writing, with the integration of some ICT tools to support the learning process.

**Keywords:** LAWI model, learner autonomy, process genre approach, writing skills

### Introduction

In higher education, writing is essential to the academic success of students (De Silva, 2015; Kerschbaum, 2016). Writing is identified as one of the most important requirements a student must satisfy to be able to achieve excellent grades and a good degree at the end of it all. It is also crucial for building thinking skills, developing social skills, and fostering students' awareness of their place in society. In writing activities, students have a chance to communicate and organize their ideas, supported by the information that they have obtained. Arapoff (1967) believes that writing contributes to the thinking process in that the writers have to express thoughts clearly and creatively to make their readers understand the

meaning. Writers must be able to relate to their readers and express their ideas in a way that is relevant to their audience.

Students need to have good writing skills, particularly in the development of learning, where there has been a shift from teacher-centered to learner-centered which goes along with the trend in 21st-century learning (Fatimah & Madya, 2020). In today's era, the characteristics of learning are critical thinking, creativity, communication, and collaboration. Those learning skills can be developed through writing activities when the students explore their ideas and practice writing in many kinds of genres with the aid of information and communication technology (ICT). The practice of writing in today's digital world requires not only physical instruction but also the use of ICT as a tool for collecting data and distributing varied information that people around the world can utilize. Published articles must be held to account for their substance and uniqueness. This demonstrates the interdependence of writing skills, ICT abilities, and responsibility, all of which are 21st-century skills. Writing is also a process of thinking creatively and critically since it necessitates the study of various terms and the development of new ideas. As a result, the action of writing is inextricably linked to the activity of exercising numerous 21st-century abilities.

To master their writing skills, a writer must be able to commit words or ideas. Furthermore, as mental work, the activities of writing focus more on finding ideas and thinking about how to express and organize them into clear statements and paragraphs that enable a reader to understand the ideas of the written work. Cheung (2016) mentions that competence in writing is about composing an effective piece of written work to fulfill a specific purpose. For example, when writing an entertaining and engaging story, students adopt a narrative style and rhetorical moves to fulfill the requirements of a specialized context (e.g., classroom practice, a take-home assignment, or an in-class examination). It is consistent with the demand for writing for higher education students, who are expected to not only describe something but also express their opinions appropriately in a specific discourse. Moreover, at present, writing as a social practice implies a meaning-making activity rooted in the cultural and social context in which it occurs (Benzie & Harper, 2019). To make students proficient in writing and responsible for their learning, teachers as facilitators of the learning process are expected to foster learner autonomy in language learning.

Although the writing skill has a significant role and is one of the proofs of language proficiency, writing is described as a complex activity, and it still becomes a major challenge faced by many students, especially at tertiary levels (Benzie & Harper, 2019; De Silva, 2015; Cheung, 2016). According to Aunurrahman et al. (2017), first-year tertiary EFL students had little control over the schematic structure and linguistic features of argumentative writing. It also reflects the limitations of information-organizing skills that reflect students' critical thinking capacity. Achieving good writing skills is a challenging task for both native and non-native speakers of English. Students need practice, starting with the basic competence of writing. As children learn the steps of writing and as they build new skills upon old ones, writing evolves from simple sentences to elaborate stories and essays. Spelling, vocabulary, grammar, and organization come together and grow together to help students demonstrate more advanced writing skills each year.

For teaching writing, it is important to include autonomous learning in the lesson plan as a part of the learning outcome to train student autonomy both inside and outside the classroom and improve their writing ability. Benson (2013) believes that learner autonomy is achieved through learner training and strategy training, which have been described as methods of developing the skills that learners need for autonomy. Bagheri and Aeen (2011) reported that practicing autonomy had a significant impact on the writing achievement of the EFL subjects at the intermediate level of language proficiency. Another research finding has indicated that the implementation of autonomous learning has successfully improved students' writing skills in organizing ideas (Marzuki et al., 2015). In addition, Ghofur et al. (2019) found that guided autonomous learning designs that integrate eight types of 21st-century skills are very effective in improving students' writing in French, which is part of language learning.

Learner autonomy is needed for teaching writing because some Indonesian students are extremely unconfident and unenthusiastic writers (Aunurrahman et al., 2017; Ariyanti & Fitriana, 2017). This is due to particular reasons, such as the fact that they have never written much in their first language, they do not have anything to say, and they cannot come up with ideas. This problem can also arise because students only depend on their teacher's instructions when they start to write, and they do not have the freedom to choose some topics to write about. It will be difficult for them to become accustomed to studying and writing independently. In certain situations, students just write paragraphs or essays based on the topics given by the teacher, and they have limited opportunities to explore their ideas. Another issue is that some students engage in passive activities during the learning process of writing instruction without knowing the purpose of their writing content. In contrast, writing autonomy fosters students' independence in writing and helps them know what and how they should do to monitor their learning process and progress consciously (Masita, 2016).

Based on the preliminary study done by the researcher, there are some issues related to the lack of students' ability to write, their autonomy in learning, and the teaching model used by the lecturers. Firstly, learning the process of writing is not an easy task for students, particularly in the EFL context. It necessitates knowledge of writing genres and their unique linguistic characteristics, as well as additional practice. Some students still find it hard to generate ideas to start their writing. Other students often fail to choose the appropriate vocabulary and grammar for their writing. In addition, it is also confusing for students to organize their ideas and details for their writing. This situation shows that they had insufficient knowledge to improve their writing and could not manage their learning, particularly in writing. This issue can also serve as a reflection for lecturers, who must redesign the model of writing instruction to improve students' writing abilities by incorporating autonomous learning.

Secondly, the problem of students' autonomy and motivation to study independently still occurs. Some students need more explanation than others every time they have to write a text. This could be because they are accustomed to following the lecturers' instructions and because they rarely explore other learning-related resources on the internet. In certain situations, lecturers have decided on topics that students should write about. Some students find it difficult to choose the materials to study outside the classroom, and it results in their dependency on



teachers' explanations. According to the lecturer's statement, recently, the student's motivation and writing skills have gotten lower during the COVID-19 pandemic situation, where they have to study in fully online learning. Most of students find it difficult to study independently because they are not accustomed to online learning and there is limited interaction with the lecturers. Most of the activities and tasks of writing were planned to be done in the classroom, and it caused students to become overly dependent on their lecturers. Being a proficient writer is difficult, especially when writing in a foreign or second language at a higher education level. Both teachers and students need more exploration and practice in writing, which should be done inside and outside the classroom. If students have autonomy in learning, they can be more responsible for their learning process, which makes language learning more effective and efficient.

The researcher also interviewed three lecturers about teaching strategies that are commonly used to teach writing. The result shows that those lecturers used different strategies and activities in the learning process based on their own beliefs. They taught writing by providing some topics based on types of writing (narrative, descriptive, procedural, etc.) and compiling some related resources to be used in the classroom. A specific instruction model for teaching writing is not available as a guide for both lecturers and students. This situation makes their teaching practices not effective enough to improve students' writing skills and autonomy in learning. Also, during online learning, the lecturers prefer to use Zoom meetings to explain the materials and determine the topics that should be written by the students. The readiness to use ICT tools to support writing courses is also still limited. The previous teaching strategies used by lecturers have some weaknesses in terms of variation because they were planned for synchronous learning and some activities take more time to complete in the class. In short, there was still a lack of activities to support autonomous learning. The existing instruction model used by the lecturers has to be improved, so it is not just mainly concerned with knowledge about the structure of language and writing development as the result of the imitation of input in which the lecturers provide the topics.

To encourage students to improve their language skills, particularly their writing ability, classroom instruction should include learner autonomy-based instruction that is used in both independent and classroom learning. The lecturers also need to use various learning activities and tasks to make the learning process more interesting and to build students' motivation for this situation, which will direct them toward autonomous learning. In teaching writing, teachers need to explicitly teach the writing processes and the specific strategies to enhance students' writing competence. It is useful for writing teachers to learn the various approaches and models for teaching writing.

Due to the gaps between the students' needs in writing, their autonomy in learning, and the lecturers' writing instruction, it is expected that teaching writing in the English department will be more effective if the lecturers implement a model that encourages students to be able to manage their learning and improve their writing skills independently. This study contributed not only to the adaptation of autonomous language learning in designing an alternative instruction model for teaching writing but also fostered a sense of students' responsibility to improve their learning and their writing. The developed instruction model can be adapted

both for face-to-face and online or hybrid learning experiences based on the situation and conditions in the field.

### ***Process-genre approach***

The process-genre approach (PGA) is a teaching method that combines the teaching steps of the process- and genre-based approaches (Badger & White, 2000; Yan, 2005). It incorporates four teaching steps, with process-based writing occurring in the latter two steps. Building knowledge of the field (BKOF) is a crucial stage in PGA, as it helps students anticipate the structural features of the genre from various relevant texts. This stage also introduces students to language skills relevant to the topic, such as listening tests, reading comprehension, and oral expressions. Students are introduced to the creation of writing plans through mind-mapping or outlines from sample texts. Modeling is another stage in PGA, providing students with in-depth information about the text type they are learning through the stages of the genre and its key grammatical and rhetorical features. Teachers need to be careful in conducting this stage, as comprehensive scaffolding and reinforcement towards the genre must be accomplished. Joint construction of text (JCoT) is another stage in PGA, where students create their first writing model together. The goal is to produce a final draft that provides a model for students to refer to when working on their compositions. Peer feedback and teacher feedback are required in this stage to bridge the revision stage. Independent construction of text (ICoT) involves students writing individually through guidance provided by teachers. Teachers can decide the topic, or students can choose something freely relevant to the genre. Similar to the genre-based approach, teachers' control decreases as students apply what they have learned. In conclusion, according to the process genre approach, writing is a sequence of phases that lead from a specific situation to a text, with teachers helping students improve through the appropriate input of knowledge as well as skills. Teachers need to choose approaches suited to time, students' needs, and experience to foster a better writing activity in the classroom. The aspect of autonomy as part of the process genre approach needs to be stated explicitly in every learning activity so that it can help students improve their writing skills as well as their autonomy in learning.

### ***Learner autonomy***

The notion of autonomy begins with the Council of Europe's Modern Languages Project, which led to the publication of Holec's (1981) seminal report, in which autonomy was defined as "the ability to take charge of one's learning." Although Holec and Benson (2001) treated autonomy as an attribute of the learner, the term was also used to describe learning situations. In his book on self-instruction, Dickinson (1987) describes autonomy as "the situation in which the learner is responsible for all of the decisions concerned with his learning and the implementation of those decisions," as cited by Benson (2013). It means students are independent of other engagements such as teachers, institutions, and other prepared materials. In addition, Allwright (1990) explained that the term "autonomy" refers to a state of maximal self-development in which the individual has developed his or her inner resources to the full and is therefore as self-sufficient as it is personally appropriate to be. It confirmed the characteristics of an autonomous learner as being the one who can identify his or her needs, be able to

get access to and make use of external resources, and be able to do all those things independently without limiting others' autonomy.

Although learner autonomy is considered a problematic term because it is widely confused with "self-instruction," there is a consensus that the practice of "learner autonomy" requires insight, a positive attitude, a capacity for reflection, and a readiness to be proactive in self-management and interactions with others (Little, 2003 and Benson 2006). The establishment of a context in which an individual lives broadens the concept of autonomy. Context has evolved into an important factor in language autonomy. Furthermore, Benson and Huang (2008) classified the capacity of learners to take control of their learning into three components. They are the desire to actively control their learning, the ability to plan, act, and evaluate their learning, and the freedom to choose their learning. It does not mean having such an ability makes learners able to study without any help from others. Other scholars point out what learner autonomy is not. First, autonomy is not independence; that is, learners have to learn to work cooperatively with their teachers, peers, and the educational system. Second, autonomy is not context-free; that is, the extent to which it can be practiced depends on factors such as learners' personalities and motivations, their language learning needs and wants, and the educational environment within which learning takes place. Lastly, autonomy is not a steady state achieved by learners; that is, autonomous learners are likely to be autonomous in one situation but not necessarily in another, and they may very well choose to abdicate their autonomy and look for teacher direction at certain stages in their learning. To sum up, autonomy is the capacity of learners to make decisions about their learning that are influenced by psychological, technical, and social aspects. Autonomy can be seen as part of an individual process where a teacher is a mere observer or only a classroom guide, but it affects much more. It involves raising students' awareness of their responsibility as language learners as well as knowing themselves and understanding their goals and their work inside and outside the classroom.

## **Method**

This study employed design-based research (DBR) to develop the instruction model. According to Huang et al. (2019), design-based research is a systemic approach to the planning and implementing of innovations that emphasizes an iterative approach to design with ongoing involvement and collaboration with practitioners. Meanwhile, Van den Akker argues in Christensen and West (2018) that the use of DBR terminology varies by educational discipline, citing curriculum, learning and instruction, media and technology, and teacher education as examples. This study used the term "developmental research." The focus was to improve the instructional design, development, and evaluation processes. This study was carried out at three universities with the participation of English department students and lecturers. The researcher started by observing the teaching-learning process in the classroom and discussing how the lecturers organize the class, particularly for the writing course. Questionnaires and interview guides were used to obtain the data in the analysis phase. Questionnaires were given to the students to obtain information about the student's needs in studying writing, their opinions about the process of teaching and learning, and the activities used by lecturers in the classroom. An interview was also needed to get information about classroom management, the

interaction between the lecturers and students, and the activities used by the lecturer and students in the process of teaching and learning. The next phase is designing the new instructional model based on the information obtained from the analysis phase. The instruction model integrated both a process-genre approach and learner autonomy strategies to teach writing. Further, in this step, the researcher wrote the outline of the course grid, including the objectives, learning outcomes, and strategy used in the model. Besides, to complete the teaching model, the researcher also designed the teaching plan, learning materials, and assessment.

## Findings and Discussion

### *Analysing phase*

This initial stage was done to obtain data about the identification of problems related to the student's condition, instructional model, tasks, and activities in the learning process, especially in practicing autonomous writing learning. In this process, the researcher assessed the students' needs based on the results of the questionnaire and interview. Based on the preliminary study done in 2021, the students still had difficulties in the writing course, particularly in writing a text with proper organization and grammar. They also felt less motivated when the COVID-19 pandemic forced them to have online learning, and some of them were not accustomed to studying independently. The existing learning model prepared by the lecturers was based on their beliefs. They compiled the materials related to the writing course and, for certain situations, adopted a process approach to teaching writing. Because of limited time and preparation, the activities to promote autonomous learning in writing were still not effective enough.

The data about students' needs consists of two different types. There are target needs and learning needs. Target needs indicate what the learners need to know to function in the target situation, i.e., to make sure that the course contains relevant, useful things to learn. Target needs are related to the target situation and include necessities, lacks, and wants. Necessities mean what the learners have to know to function effectively in the target situation. Lacks mean the gap between the existing and target proficiencies. Wants means what the learners wish to learn. While learning needs refer to what the learners need to do to learn, each of the needs analysis categories is elaborated briefly as follows:

Table 1. Summary of the questionnaire results

Aspects	Questionnaire
Necessities	The purpose of learning English language for future jobs and education
	The most needed skills are speaking and writing
	Writing skills is important in supporting students learning
	Writing is very important to support student's success in study

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	Writing is very important for future work
	The main difficulty in writing is grammar and organizing ideas
Lacks	Difficulty in developing ideas independently during online learning and lack of explanation from lecturers.
	Difficulty in ICT for writing: unskilled and did not know the kinds of apps for writing.
	The context of the material to learn is about daily life and updated news
Wants	Specific topics to be studied are essay organization and development, argumentative essay
	The activities to be carried out are reviewing and studying the examples, brainstorming ideas
	The types of learning methods: lecturing and discussion, presentation
	The assignments are journal writing and observation
	The assessment is from lecturers and friends
	Media used: WA group, notes on smartphone/laptop, and YouTube
ICT	ICT tools used in writing course: WA, mobile/web app and e-learning
	The learning platforms used is Google Classroom and e-learning
	The application used for learning is Google Docs
Ability	Self-assessment results: most of the students still lack ability and some of them feel good.
	Language tests: only some students got language test
	Type of text can be written: daily notes (story/experience), essay

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	Writing frequency: sometimes and rarely
	Strategies used in writing: drafting text in Indonesian/translating and learning examples from the internet
	Time allocation: four hours and two hours
Setting	The learning model is blended/hybrid and offline learning
Learners' and teachers' roles	Learners' role: working in small groups and in pairs
	Teachers' role: giving examples and explaining material

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The teaching plan used by the lecturers for teaching essay writing consisted of the learning outcomes, course description, topic discussion, indicators, assessment forms, learning activities, time allocation, and references. Every semester, the lecturers used to prepare the lesson plan before starting the learning process. They decided the topics for discussion based on the learning outcomes and compiled related materials or resources from the internet. The lecturers also mentioned several teaching strategies that would be used in the classroom, depending on the situation that would be faced by the lecturers.

In terms of the learning outcome, the course aimed to enable the students to master the concept of essay writing and develop ideas with various genres that integrate the process of writing, unity, and coherence. The course was done through the activities of lectures, discussions, presentations, and assignments. Based on the analysis result, it is found that this teaching preparation still needs some improvement in terms of the use of teaching strategies, writing activities, learning materials, and assessment. During the learning process, the lecturers decided the topic for discussion that would be given to the students, and they took the resources from the internet or textbook. However, it could be more effective if the students were involved in discussing and choosing various topics that they wanted to write about. The writing activities in the classroom were also still limited because the students only got a few opportunities to participate in the writing process. They needed more practice outside the classroom to improve their writing skills. For writing feedback and assessment, the lecturers can implement these activities during the learning process or after the students write their text independently. Students can practice peer feedback by using some rubrics to give comments on other works, and they can do self-assessments as a learning reflection after following the course.

Furthermore, the existing teaching plan was prepared by the lecturers for face-to-face learning before the emergence of online learning policies imposed in all

educational institutions due to the COVID-19 pandemic. As we know, this pandemic influenced all aspects of the education system, and it changed the ways of teaching and learning. It is important to facilitate the learning process for writing courses, particularly in the new normal era that would accommodate online, blended, or hybrid learning. The proposed instructional writing model would help to solve this challenge, and it integrated an appropriate writing approach with learner autonomy strategies and ICT tools to achieve the goals of the writing course in the current situation.

The class observation was done to get information about the current situation of the teaching and learning process. During the Coronavirus outbreak, classroom learning activities were conducted online. As a result, lecturers and learners are unable to interact directly, as in prior learning. Students must become acquainted with online learning and conduct talks mainly through social media platforms such as WhatsApp. The Zoom Meeting program is commonly used by lecturers to explain learning materials to students.

However, the results of observations made in the two writing classes show several problems that are still being faced by lecturers and students. First, the lecturers lacked preparation when presenting or explaining material online due to time constraints and an unstable network. Previously, lecturers were used to interacting face-to-face, so they still needed to adjust and practice good time management in online learning. Second, the learning activities that were prepared, especially for writing practice during online learning, were also very limited. The lecturers had determined the topics and assignments that must be carried out by students. This means that the learning materials obtained by students were also limited, and they only carried out assignments given by lecturers. Third, students were less active during online learning. This was due to their limited ability to interact directly with lecturers and classmates. Discussions sometimes did not run optimally because students were not always in Zoom meetings and did not activate their videos during learning. In addition, their motivation to write independently was also low because they were very dependent on the lecturer's explanations. Fourth, internet connection was also one of the problems encountered during online learning. Some students who took part in learning from home often complained that the signal was not good, so they could not understand the explanations given by the lecturer. A limited internet quota was also the reason they were not able to attend online meetings. All the findings above are used as the main consideration in designing the instructional model for teaching writing. The instructional model is based on learning lacks, wants, inputs, necessities, teacher roles, and students' roles. Based on the result of the data analysis, the focus of the teaching and learning processes of writing is active learning and autonomous writing learning through the integration of ICT tools. Those aspects were processed in the next section.

To address the needs of students for further English practices in higher education and upgrade existing learning materials and activities, a needs analysis is necessary to gather information about the needs of undergraduate EFL students for English course development. The advancement of science and technology will have an impact on students' needs. The needs of prior eras may differ from their current demands. It takes into account both what learners already know and what they need to know. Lastly, identifying the goals of the teaching and learning program will benefit from a needs analysis.

The finding in this study was in line with Aunurrahman et al.'s (2017) discovery that students' writing problems occur in some English departments, in which lecturers must find alternative solutions to the same problems. Syatiana (2018) also suggested that when designing an English coursebook, teachers should consider students' needs so that they can encourage themselves to develop their learning strategies and become autonomous learners without fear of making mistakes. From the activity of needs analysis, some aspects of learning can be identified and taken into consideration for future language teaching and learning processes.

### ***Designing phase***

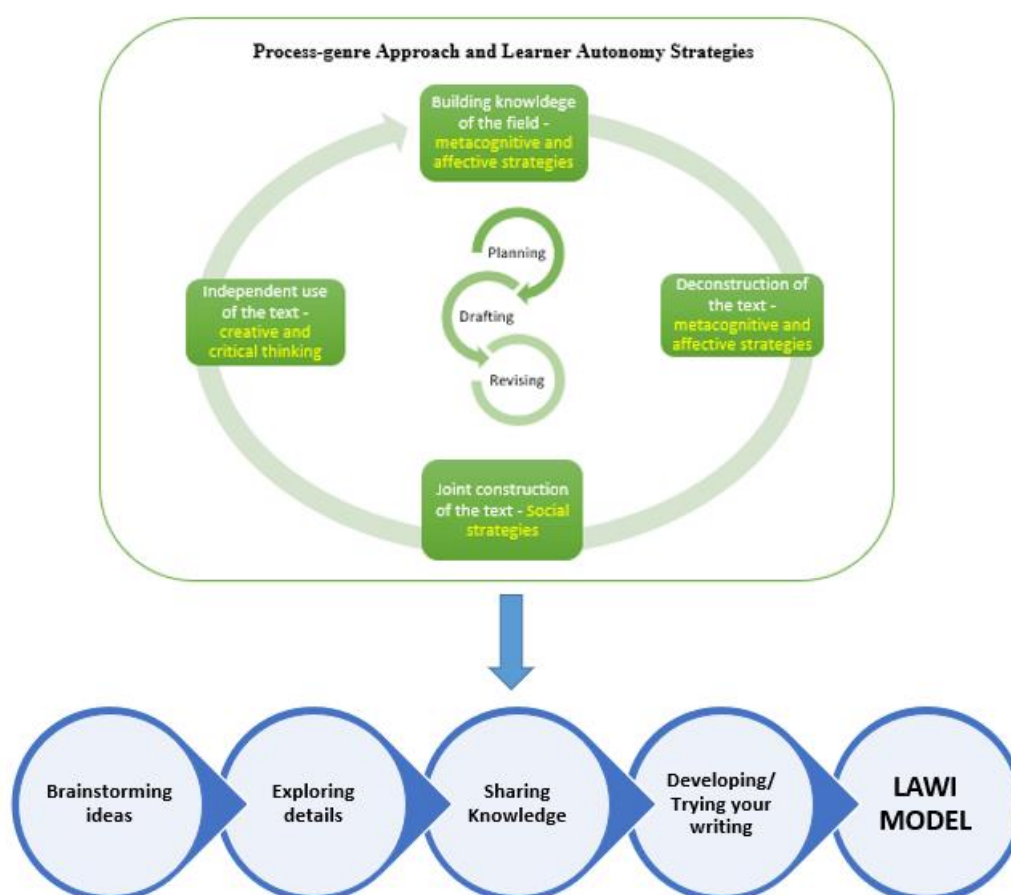
The next phase is designing the new writing instructional model based on the information obtained from the analysis phase and the theoretical and conceptual framework used in the model. It also described the results of the third research question of this study. The proposed instructional model is the core product of this research, and it is named the Learner Autonomy-based Writing Instructional (LAWI) model. The design of the LAWI model was determined based on the learning outcomes of a writing course with the integration of learner autonomy strategies and a process-genre approach for teaching writing, particularly essay writing. In this phase, the researcher constructed the outline and components of the teaching plan, which included the learning objectives, approach, and strategies used in the model. Besides, to complete the teaching model, the researcher also designed the teaching and learning cycle, learning materials, and assessment for essay writing. The researchers took two steps in designing this instructional model. They are planning the instructional objectives and identifying input and strategies, including writing approaches and LA principles for the conceptual framework.

The first step in this part is to plan the learning objective of essay writing based on the results of the needs analysis. It is to support the existing instructional goals for essay writing prepared by the lecturers. It resulted in: "This course is a continuation of a paragraph writing course and is designed to help students master the concept of essay writing, including essay organization, argumentative essay, comparison and contrast essay, and other elements such as unity and coherence, under the process-genre approach and learner autonomy strategies. To accommodate the achievement of learning outcomes, the course is conducted through the lecturer's presentation, class discussion, and writing practices with the aid of IT and various kinds of autonomous learning activities to improve students' essay writing skills. The teaching and learning activities are conducted through the presentation, discussion, question and answer, and assignment". This objective was determined not only from the results of the needs analysis but also by considering the learning outcomes of the English Department study program, which consisted of the following aspects:

1. The affective aspect was demonstrating a responsible attitude towards work in the field of English Language Education independently.
2. The cognitive aspect was mastering basic concepts of language and English language skills in written and spoken form.
3. The general skill aspect was having the ability to apply logical, critical, systematic, and innovative thinking in the implementation of science and technology in English Education.



The second step is the process of identifying the input and strategies, including the writing approaches and LA principles, to create the conceptual framework of the LAWI model. The concept of the LAWI model was developed based on the process-genre approach for teaching writing and learner autonomy strategies that are integrated into the learning activities. Four stages of learning were modified with complete guidance in the writing steps. The first two stages, building knowledge of the field and deconstructing the text, are integrated with metacognitive and affective strategies; the stage of joint construction of the text is focused on social strategies; and the last stage is independent use of the text combined with creative and critical thinking aspects. The combination of each stage with learner autonomy strategies can provide good guidance for students to learn the writing phases collaboratively with lecturers and peers until they can produce their work independently. The following figure describes the stages of the teaching and learning cycle used in the final draft of the LAWI model.



The results of the theoretical study that combine the stages in the process-genre approach and the principles of autonomous learning are then revealed to be the four (BEST) main stages in writing learning using the LAWI Model. The brainstorming ideas stage involves students developing their understanding of the topic and building shared context about the text being learned. It is combined with metacognitive and affective strategies to encourage, engage, and motivate the students by practicing and analyzing the input given. Next, exploring details develops students' awareness and knowledge about texts by exploring more details

about the texts and practicing the strategies in planning texts. It is still combined with metacognitive and affective strategies to discuss and state their ideas on specific skills and to respect others' opinions. The sharing knowledge stage leads students to construct a complete text with the text features and elements. It is combined with social strategies for the students to work collaboratively and they need to cooperate and empathize with others. Finally, trying more writing stages allows students to apply their use of the target text and to generate their ideas in a specific context. It is combined with creative and critical thinking strategies to help students recognize and develop their arguments, use evidence/information, and write a conclusion. After finishing this phase, the researcher prepared to write and develop the proposed instructional draft. The researcher designed the teaching and learning cycle and each supporting component that would be used in teaching essay writing. The researcher also collected learning resources which then became learning materials, media, activities, assignments, and assessments for each stage of essay writing learning using the LAWI Model.

This study's instruction model includes several learning stages that incorporate the writing teaching approach as well as strategies for autonomous learning. The LAWI model presents four stages of learning: brainstorming ideas, exploring details, sharing knowledge, and trying your hand at writing (the BEST stages). The terms used in each stage show operational words to encourage learner autonomy in the writing course. It is consistent with Cottrel's view that autonomy should be implied throughout the curriculum and demonstrated in learning activities. Moreover, Reinders (2016) believes that autonomy should be used in both independent and classroom learning. It means every learning model utilized by language teachers can foster learner autonomy to assist in the attainment of learning objectives. In addition, the proposed instruction model can facilitate types of learning, such as face-to-face, online, or hybrid learning. Each stage of learning not only requires students to study independently but also requires interaction and collaboration with others to create an effective learning process. The assignments given also consist of guided and unguided tasks as a tool to foster autonomy. This is in line with several studies that examine learner autonomy, which is not learning without a teacher but does require collaboration between instructors and learners (Kartal and Balçkanl, 2019).

## **Conclusion**

Based on the research findings, this study generates the conclusions. First, regarding the needs of students in acquiring English skills, particularly writing, they are to support their present educational attainment and future professions. Findings about the existing writing learning model used by the lecturers show that it needs development. It is supported by the results of observation, interviews, and questionnaires in the analysis phase. The weakness is not only the teaching strategy; the use of media for writing is also limited, as are the types of tasks. The LAWI model idea was established based on a process-genre approach to teaching writing and learner autonomy strategies integrated into learning activities. Four phases of learning were updated, and the writing procedures were completely guided. Each step combined with learner autonomy strategies can give effective guidance for students to study the writing phases jointly with lecturers and classmates until they can create their works independently.

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## LINGUISTIC ANALYSIS OF ILLOCUTIONARY SPEECH ACTS IN FERDY SAMBO'S PLEDGE "A POINT OF HOPE IN A CROWDED COURTROOM"

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### **Abstract**

The criminal act committed by Ferdy Sambo, a senior police officer of the Republic of Indonesia, in a case involving Joshua as a victim, has attracted the public's attention. From a linguistic standpoint, this topic is intriguing to study. This especially applies to Ferdy Sambo's plea. This research aims to determine the illocutionary speech act in Ferdy Sambo's plea entitled A Point of Hope in a Crowded Court Room. The method used in this study is qualitative. To obtain data for this study, library research was performed. This research concludes that it is known that the illocutionary speech acts in Ferdy Sambo's plea entitled A Point of Hope in the Crowded Courtroom include representative illocutionary speech acts (stating, admitting, giving testimony, mentioning, speculating); directive illocutionary speech acts (requesting, forcing, urging, ordering, commanding, pleading); and expressive illocutionary speech acts (saying thank you, complaining, praising, criticizing).

**Keywords:** illocutionary speech act, linguistic analysis, plea

### **Introduction**

A person who gives testimony in a trial must do so honestly to expedite and clarify a legal case. This perspective aligns with the viewpoint expressed by Solan and Tiersma (2005, p. 212), who argue that intentionally providing false testimony as a witness constitutes a grave offense. This is due to the potential consequences wherein innocent individuals may be wrongfully convicted or guilty individuals may evade punishment. Furthermore, Sholihatin (2019, p.69) also stated that false testimony is misleading and can unfairly impact the suspect or defendant. In this way, achieving justice in the legal process involves actual information from many parties or witnesses.

Regarding the process of providing information in court, the Indonesian people have witnessed the legal process for the criminal act of murder of Brigadier Yosua involving a high-ranking member of the Republic of Indonesia's police force, namely Ferdy Sambo. From a linguistic point of view, this is quite interesting to study, especially in the text of Ferdy Sambo's plea.

A linguistic study discussing speech acts in language crime cases was carried out by Sholihatin (2020). In this study, it is known that language crimes are related

explicitly to defamation. Next, Dwinitia (2023) studied assertive speech acts in Richard Eliezer's plea

This research's novelty lies in examining speech acts, with a particular emphasis on illocutionary speech acts. Meanwhile, the object of study is the text of Ferdy Sambo's plea. This research presents a new color in linguistic studies, especially the speech acts of suspects' pleas in murder trials.

This research aims to determine the illocutionary speech act in Ferdy Sambo's plea entitled *A Point of Hope in a Crowded Court Room*. More details can be seen in the following explanation.

### ***Linguistic studies in the realm of law***

Forensic linguistics, sometimes a forensic linguistic study, involves applying scientific language analysis within a legal framework to examine and interpret legal evidence (McMenamin, 2002). According to Sholihatin (2019, p.5), an alternative perspective posits that forensic linguistics is a scholarly examination of language within the context of legal evidence. Its primary objective is to address legal challenges and facilitate the administration of justice by ensuring the satisfactory resolution of legal matters. This opinion shows that the contribution of linguistic studies in the legal process is essential for providing clarity on a case and achieving justice.

### ***Illocutionary speech acts***

According to Austin (1962), illocutionary speech acts contain the intent and function or power of speech so that the speaker's speech has a role or influence on the speech partner. Following this, Searle (1969) categorizes illocutionary speech acts into five distinct sorts: representative, directive, expressive, commissive, and declarative. These types are elucidated as follows. Usual speech acts encompass various kinds of speech, including statements, demands, admissions, demonstrations, reports, testimonies, mentions, and speculations. Directive speech acts contain several speech acts that involve asking, inviting, forcing, recommending, urging, commanding, demanding, encouraging, begging, challenging, and delivering orders. Expressive speech acts can be characterized as evaluative since they involve expressing personal opinions or judgments. Examples of such actions include expressing gratitude, lodging complaints, offering congratulations, engaging in flattery, expressing praise, assigning blame, and engaging in criticism. Commissive speech acts: swearing, promising, threatening, stating an undertaking, making a vow. Declarative speech act: creating a new thing (status, situation, etc.). to impress, decide, cancel, prohibit, grant, permit, classify, appoint, pardon, pardon.

### **Method**

The present study employs a qualitative research methodology. This study's data collection methodology involves library research utilizing secondary data sources. Specifically, the text of Ferdy Sambo's pledge is obtained from news sources available in digital media platforms inside Indonesia (<https://jambi.tribunnews.com/2023/01/24/isi-lengkap-pledoi-ferdy-sambo-setitik-harapan-dalam-ruang-sesak-pengadilan>). The data analysis technique employed in this study follows the interactive model proposed by Miles and Huberman (2005).

This model encompasses several stages: data collecting, data reduction, data analysis/presentation, and conclusion.

### **Findings and Discussion**

The illocutionary speech act in Ferdy Sambo's plea entitled A Point of Hope in a Crowded Court is described as follows.

#### ***Representative illocutionary speech acts (RISA)***

(state, admit, testify, mention, speculate);

#### **RISA 1 SPECULATE**

Sejak awal saya ditempatkan sebagai terperiksa dalam perkara ini, beragam tuduhan telah disebarluaskan di media dan masyarakat, seolah saya adalah penjahat terbesar sepanjang sejarah manusia. Saya telah dituduh secara sadis melakukan penyiksaan terhadap almarhum Yosua sejak Magelang. Begitu juga Tudingan sebagai bandar narkoba dan judi, melakukan perselingkuhan dan menikahi dengan banyak perempuan, perselingkuhan istri saya dengan Joshua dan Kuat, melakukan LGBY, memiliki bunker yang penuh dengan uang sampai dengan penempatan uang ratusan triliun dalam rekening atas nama Yosua yang kesemuanya adalah tidak benar.

Pada tanggal 8 Juli 2022 istri saya yang terkasih Putri Candrawati tiba dari Magelang dan menyampaikan bahwa dirinya telah diperkosa oleh almarhum Yosua sehari sebelumnya di rumah kami di Magelang. Istri saya Putri Candrawati terus menangis sambil menceritakan bagaimana kejadian yang telah dialaminya tersebut.

Dalam pembicaraan yang terasa dingin dan singkat tersebut istri saya Putri Candrawati mengiba, agar aib yang menimpa keluarga kami tidak perlu disampaikan kepada orang lain.

Istri saya begitu malu ia tidak akan sanggup menatap wajah orang lain yang tahu bahwa ia telah dinodai.

Istri saya Putri Candrawati lantas meminta agar persoalan tersebut diselesaikan dengan baik-baik karena sebelumnya Ia juga telah menyampaikan langsung kepada almarhum Yosua agar yang bersangkutan resign dari pekerjaannya sebagai ADC di rumah kami.

Lantas saya menyampaikan bahwa akan melakukan konfirmasi kepada Yosua, dan apakah ia bersedia membackup saya jika yang bersangkutan melawan, dan siap menembak.

Dan dengan pertanyaan yang sama Richard untuk membackup saya pada saat melakukan konfi kasih kepada almarhum Yosua.

Majelis hakim yang mulia pada saat pembicaraan dengan Ricky Rizal maupun Richard di Saguling sama sekali tidak ada rencana maupun niat yang saya sampaikan untuk membunuh Yosua, sebagaimana yang dituduhkan penuntut



umum dalam surat tuntutan yang hanya bersandar pada keterangan terdakwa Richard Eliezer.

demikian pula keterangan tunggal dari terdakwa Richard yang menjelaskan bagaimana saya memberikan kotak peluru kepadanya, menggunakan sarung tangan, juga menyebutkan mengenai pembicaraan CCTV yang semua Keterangan tersebut tidak benar, tidak ada dalam fakta, dan tidak berkesesuaian dengan bukti-bukti di persidangan.

Meskipun benar saya telah meminta backup mengantisipasi kemungkinan perlawanan dari Yosua, namun maksud yang saya sampaikan adalah semata-mata melakukan konfirmasi terhadap Yosua atas peristiwa yang telah dialami oleh istri saya, Putri Candrawati, sebagaimana fakta tersebut telah dibenarkan oleh saksi Ricky Rizal dan saksi lainnya

Sebagai seorang anggota polisi yang berpengalaman sebagai penyidik maka sesaat setelah peristiwa penembakan yang dilakukan oleh Richard Eliezer dengan cepat saya dapat menggunakan pengetahuan dan pengalaman saya untuk mengatasi keadaan tersebut.

Ketika saya melihat senjata yang terselip di pinggang belakang kanan Yosua, maka saya segera mencocokkan situasi yang terjadi dengan cerita yang layak sebagai cara melindungi Richard Eliezer.

Imajinasi saya bekerja, dan segera saya mengambil senjata HS dari pinggang Yosua, menggenggamnya dan menembakkan ke dinding di atas tangga, lantas menggenggamkan senjata terse TV di ruang tengah rumah Duren Tiga sehingga cerita tembak menembak antara Richard Eliezer dengan Yosua dapat tergambarkan di tempat kejadian perkara.

Sungguh setiap waktu rasa bersalah dalam diri saya tidak pernah berhenti. Penyesalan mendalam atas timbulnya korban Yosua atas luka bagi keluarga yang ditinggalkan.

Terlebih khusus terhadap istri saya yang terkasih Putri Candrawati yang untuk kedua kalinya harus menderita karena tanpa dasar dan bukti kesalahannya, telah dijadikan terdakwa dalam persidangan ini setelah sebelumnya menjadi korban perkosaan yang merampas kehormatan dan martabatnya sebagai seorang perempuan, istri dan ibu dari anak-anak kami.

Tidak bisa saya bayangkan Bagaimana hancur dan sakitnya perasaannya. Kiranya Tuhan sajalah yang selalu menguatkan dan menghiburnya.

Pertama, bahwa sejak awal saya tidak merencanakan pembunuhan terhadap korban Yosua karena peristiwa tersebut terjadi begitu singkat dan diliputi emosi mengingat hancurnya harkat martabat saya, juga istri saya yang telah menjadi korban perkosaan.

Kedua, dalam pemeriksaan saya telah berupaya menyajikan semua fakta yang saya ketahui, termasuk mendorong saksi atau terdakwa lain sebagaimana dalam keterangan kuat Maruf untuk mengungkap ension tidak benar pada pemeriksaan di tingkat penyidikan.

Ketiga, saya telah mengakui cerita tidak benar mengenai tembak menembak di rumah Duren Tiga.



Keempat, saya telah menyesali perbuatan saya, meminta maaf dan siap bertanggung jawab sesuai perbuatan dan kesalahan saya.

Kelima, saya telah berupaya untuk bersikap kooperatif selama menjalani persidangan menyampaikan semua keterangan yang saya ketahui.

Keenam, saya telah mendapatkan hukuman dari masyarakat atau sosial punishment yang begitu berat tidak saja terhadap diri saya, namun juga terhadap istri keluarga bahkan anak-anak kami.

Ketujuh, saik saya maupun istri telah didudukkan sebagai terdakwa dalam persidangan ini dan berada dalam tahanan, sementara 4 orang anak-anak kami terkhusus yang masih balita juga punya hak dan masih membutuhkan perawatan juga perhatian dari kedua orang tuanya.

Kedelapan, sebelumnya saya tidak pernah melakukan tindak pidana di masyarakat, melakukan pelanggaran mau pelanggaran etik maupun disiplin di kepolisian.

Kesembilan, saya telah 28 tahun mengabdikan diri kepada Kepolisian Negara Republik Indonesia kepada nusa dan bangsa sehingga atas kesetiaan dan Dharma Bakti tersebut saya telah dianugerahi bintang Bhayangkara Pratama yang diberikan oleh Bapak Presiden Republik Indonesia.

Saya juga telah mendapatkan penghargaan tertinggi dari Polri berupa 6 PIN emas Kapolri atas pengungkapan berbagai kasus penting di kepolisian antara lain pengungkapan kasus narkoba jaringan internasional dengan penyitaan barang bukti 4 ton 212 kg sabu, pengungkapan kasus Joko Chandra, pengungkapan kasus tindak pidana perdagangan orang yang menyelamatkan pekerja migran Indonesia di luar negeri, dan banyak pengungkapan kasus besar lainnya.

Kesepuluh, atas perkara ini saya telah dijatuhi hukuman ension rative dari Polri berupa pemberhentian tidak dengan hormat sebagai anggota Polri. Akibatnya saya telah kehilangan pekerjaan dan tidak lagi mendapatkan hak-hak apapun termasuk uang ension sehingga saya telah kehilangan sumber penghidupan bagi saya dan keluarga.

#### RISA 2 DECLARE AND GIVE WITNESS

Saya ulangi semuanya tuduhan itu adalah tidak benar dan tuduhan tersebut telah sengaja disebarkan untuk menggiring opini yang menyeramkan terhadap diri saya sehingga hukuman paling berat harus dijatuhkan tanpa perlu mendengarkan dan mempertimbangkan penjelasan dari seorang terdakwa seperti saya.

Majelis hakim Yang Mulia. Dalam satu kesempatan di awal persidangan bahkan penasihat hukum pernah menunjukkan sebuah video viral di masyarakat yang menggambarkan prosesi eksekusi mati terhadap diri saya sebagai terdakwa. Padahal persidangan pun masih berjalan, dan jauh dari putusan pengadilan. Nampaknya berbagai prinsip hukum telah ditinggalkan dalam perkara ini, di mana saya duduk sebagai terdakwa.

### RISA 3 MENTION

Hari ini tepat 165 hari saya berada dalam tahanan untuk menjalani pemeriksaan perkara ini.

Sebagaimana yang termuat dalam kitab Mazmur 51 ayat 13, janganlah membuang aku dari hadapanmu dan janganlah mengambil rohmu yang kudus daripadaku.

Demikian pula termuat dalam Wahyu 3 ayat 19, barangsiapa kukasihi ia kutegor dan kuhajar, sebab itu relakanlah hatimu dan bertobatlah.

### RISA 4 CONFESS

Bahwa semua anggota Polri tersebut tidak bersalah karena mereka telah mendapatkan informasi dan fakta yang keliru, juga menja menjalankan perintah saya yang keliru.

### *Directive illocutionary speech acts (DISA)*

(ask, force, urge, order, order, plead)

Saya sungguh menyesali bahwa peristiwa pembunuhan yang terjadi terhadap almarhum Yosua telah menyeret mereka yang tidak terlibat dan tidak bersalah ke dalam ruang persidangan pidana.

Mereka dituntut atas perbuatan dan kesalahan yang tidak mereka ketahui. Penyesalan yang teramat dalam juga terhadap kuat Maruf dan Ricky Rizal ebagai orang-orang yang baik yang telah didudukkan sebagai terdakwa tanpa tahu apa kesalahannya.

Juga terhadap Richard Eliezer ang harus menghadapi situasi ini.

Saya bersalah dan menyesal karena amarah dan emosi telah menutup logika berpikir saya.

Saya lupa bahwa saya seorang Inspektur Jenderal polisi dan pejabat utama Polri, yang tidak pantas melakukan hal tersebut.

### DISA 1 REIGN

Segera saya perintahkan ADC dan sopir menghentikan mobil yang saya tumpangi, masuk ke dalam rumah, dan meminta Kuat Maruf yang kebetulan berada di sana untuk memanggil Ricky dan Yosua agar menemui saya.

saya telah memerintahkan salah satu anggota kepolisian untuk merusak laptop dan flashdisk yang berisi kopi rekaman CCTV di depan pos satpam Rumah Duren Tiga.

### DISA 2 FORCING, URGING, ORDERING, COMMANDING

Namun seketika itu juga terlontar dari mulut saya hajar cat kamu hajar cat.

### DISA 3 BEGGING

Karenanya saya tidak boleh berhenti menantikan keadilan.

Harapan akan keadilan itu mengalir pada persidangan yang mulia ini, dan akan bermuara pada kebijaksanaan majelis hakim dalam putusannya, putusan yang akan menentukan nasib perjalanan hidup saya, istri, anak-anak dan keluarga besar kami.

Akhirnya di tengah persidangan yang begitu sesat dan penuh tekanan ini, saya kembali menyampaikan permohonan maaf yang mendalam kepada keluarga korban almarhum Yosua, kepada bapak Presiden Republik Indonesia, dan seluruh jajarannya, kepada bapak Kapolri dan Kepolisian Republik Indonesia yang sangat saya cintai, kepada masyarakat Indonesia yang telah terganggu dengan peristiwa ini.

Saya juga meminta maaf sujud kepada istri saya yang terkasih Putri Candrawati dan anak-anak saya, telah lalai menjalankan tugas sebagai seorang suami, sebagai seorang ayah yang baik.

Semoga Tuhan mengampuni saya, dan kiranya ia selalu memberikan keteguhan dan kekuatan kepada kalian.

Selanjutnya melalui pembelaan ini saya mohon kepada majelis hakim yang mulia berkenan memberikan keputusan yang adil berdasarkan hukum dan penilaian objektif atas fakta dan bukti yang dihadirkan di persidangan ini

Sebagai manusia biasa saya juga tidak luput dari salah dan dosa, kiranya Tuhan yang maha pengasih berkenan mengampuni saya, memberikan kesempatan kepada saya untuk bertobat dan memperbaiki diri.

Demikian nota pembelaan pribadi ini saya sampaikan, semoga dapat menjadi pertimbangan yang adil bagi Yang Mulia majelis hakim dalam memutuskan perkara ini di tengah desakan dan sesaknya ruangan persidangan ini.

### DISA 4 ORDERING, ORDERING

Lantas saya segera keluar memerintahkan Prayogi untuk segera memanggil ambulans sebagai upaya memberikan pertolongan bagi almarhum Yosua. Direktif memerintah,

### DISA 5 ASKING, ORDERING

Selanjutnya saya meminta Prayogi untuk memanggil ambulans untuk menolong almarhum Yosua, direktif meminta,

### *Expressive illocutionary speech acts (EISA)*

(say thank you, complain, praise, criticize)

### EISA 1 TO SAY THANKS

Terima kasih yang mulia untuk kesempatan yang diberikan kepada saya Saya akan menyampaikan nota pembelaan sebagai terdakwa dalam perkara yang dilakukan di pengadilan negeri Jakarta Selatan ini

## EISA 2 TO SAY THANKS

Pada awal kesempatan ini perkenankan saya lebih dahulu menyampaikan puji dan syukur yang tidak terbatas atas kebesaran dan berkat Allah yang maha kuasa Tuhan yang maha pengasih atas perlindungan perawatan dan nafas kehidupan bagi saya istri dan anak-anak di masa sulit yang sedang kami hadapi saat ini. (ekspresif memuji)

Saya juga mengucapkan terima kasih kepada yang mulia majelis hakim, penasihat hukum dan jaksa penuntut umum yang dengan penuh kesabaran dan ketelitian telah memeriksa perkara ini semata-mata untuk menggali dan menemukan kebenaran materiil yang begitu penting untuk menentukan keputusan yang adil bagi semua pihak tidak terkecuali bagi saya selaku terdakwa.

## EISA 3 SIGH

Nota pembelaan ini awalnya hendak saya beri judul 'pembelaan yang sia-sia' karena di tengah hinaan, caci maki, olok-olok serta tekanan luar biasa dari semua pihak terhadap saya dan keluarga dalam menjalani pemeriksaan dan persidangan perkara ini acap kali membawa saya dalam keputusasaan dan rasa frustrasi.

Berbagai tuduhan bahkan vonis telah dijatuhkan kepada saya sebelum adanya putusan majelis hakim.

Rasanya tidak ada ruang sedikit pun untuk menyampaikan pembelaan bahkan sepotong kata pun tidak pantas untuk didengar lagi dipertimbangkan dari seorang terdakwa seperti saya. Ekspresif mengeluh

Selama 28 tahun Saya bekerja sebagai aparat penegak hukum dan menangani berbagai perkara kejahatan termasuk pembunuhan, belum pernah saya menyaksikan tekanan yang begitu besar terhadap seorang terdakwa sebagaimana yang saya alami hari ini.

Saya nyaris kehilangan hak sebagai seorang terdakwa untuk mendapatkan pemeriksaan yang objektif, dianggap telah bersalah sejak awal pemeriksaan dan aruslah dihukum berat tanpa perlu mempertimbangkan alasan apapun dari saya sebagai terdakwa.

Media framing dan produksi hoax terhadap saya sebagai terdakwa dan keluarga secara Intens terus dilancarkan sepanjang pemeriksaan.

Berikut tekanan massa baik di dalam maupun di luar persidangan yang kemudian telah mempengaruhi persepsi publik bahkan mungkin mempengaruhi arah pemeriksaan perkara ini mengikuti kemauan sebagian pihak termasuk juga mereka yang mencari popularitas dari perkara yang tengah saya hadapi.

Tidak dapat saya bayangkan bagaimana saya dan keluarga dapat terus melanjutkan dan menjalani kehidupan sebagai seorang manusia juga sebagai warga masyarakat dengan berbagai tuduhan keji yang melekat sepanjang perjalanan hidup kami.

Berada dalam tahanan berarti kehilangan kemerdekaan dalam hidup sebagai manusia selama ini. Saya menikmati jauh dari berbagai fasilitas, kehilangan kehangatan keluarga, sahabat, dan handai taulan.

Semua hakikat kebahagiaan dalam kehidupan manusia yang sebelumnya saya rasakan sungguh telah sirna berganti dengan suram sepi dan gelap di dalam menjulur tahanan yang sempit.

Saya terus merenungi betapa rapuhnya kehidupan saya sebagai manusia tidak pernah terbayangkan sebelumnya kehidupan saya yang begitu terhormat, dalam sekejap terperosok dalam nestapa dan kesulitan yang tidak terperikan.

Demikianlah penyesalan kerap tiba belakangan, tertinggal oleh amarah dan murka yang mendahului.

Penderitaan yang menimpa saya dan keluarga hari ini diawali dari peristiwa yang dialami oleh istri saya, Putri Candrawati pada tanggal 7 Juli 2022.

Tidak ada kata-kata yang dapat saya ungkapkan saat itu dunia serasa berhenti berputar, dan rasa yang mendidih hati saya bergejolak otak saya kusut membayangkan semua cerita itu. Ekspresif mengeluh

Membayangkan harkat dan martabat saya sebagai seorang laki-laki seorang suami yang telah dihempaskan dan diinjak-injak juga membayangkan bagaimana kami harus menghadapi ini menjelaskan di hadapan wajah anak-anak kami juga bertemu para anggota bawahan dan semua kolega kami.

#### TTE 4 CRITICIZE

Saya tidak memahami bagaimana hal tersebut terjadi, sementara prinsip negara hukum yang memberikan hak atas jaminan perlindungan dan kepastian hukum yang adil serta perlakuan yang sama bagi semua warga negara di mata hukum masih diletakkan dalam konstitusi negara kita.

Demikian pula prinsip praduga tidak bersalah yang seharusnya ditegakkan berdasarkan artikel 11 deklarasi universal hak asasi manusia, artikel 14 ICCPR serta penjelasan umum butir ketiga huruf C KUHAP.

Demikian pula pasal 8 ayat 1 undang-undang nomor 48 tahun 2009 tentang kekuasaan kehakiman yang menegaskan bahwa setiap orang yang dituntut dan dihadapkan di muka sidang pengadilan wajib dianggap tidak bersalah sampai adanya putusan pengadilan yang menyatakan kesalahannya.

Based on the abovementioned data, the observations can be briefly presented in tabular format.

Table 1. Illocutionary acts in Ferdy Sambo's pledge

Types of Illocutionary Speech Acts		Number of Sentences in Ferdy Sambo's Pledge
Representative illocutionary speech acts (state, admit, testify, mention, speculate);	RISA 1 speculate	IIII+IIII+IIII+IIII+IIII+IIII+I = 31
	RISA 2 Declare and give testimony	III = 3
	RISA 3 mention	III = 3
	RISA 4 confess	IIII+I = 6
directive illocutionary speech acts (requesting, forcing, urging, ordering, commanding, pleading);	DISA 1 command, request, order	IIII = 4
	DISA 2 force, urge, command, command	I = 1
	DISA 3 plead	IIII+III = 8
expressive illocutionary speech acts (saying thank you, complaining, praising, criticizing).	EISA 1 to say thanks	II = 2
	EISA 2 praise	I = 1
	EISA 3 sigh	IIII+IIII+IIII+I = 16
	EISA 4 criticize	III = 3

Information:

RISA: representative illocutionary speech acts,

DISA: directive illocutionary speech acts,

EISA: expressive illocutionary speech acts.

From Table 1, it is known that several sentence data show the number of representative illocutionary speech acts (RISA), directive illocutionary speech acts (DISA), and expressive illocutionary speech acts (EISA). RISA 1 speculates as many as 31 sentences, RISA 2 provides testimony of as many as three sentences, RISA 3 states as many as three penalties, and RISA 4 admits as many as six sentences. Furthermore, DISA 1 ordered, requested, and ordered four sentences, DISA 2 forced, urged, collected, and called one penalty, and DISA 3 begged for eight sentences. Next, EISA 1 expressed thanks in 2 sentences, EISA 2 praised in 1 sentence, EISA 3 complained in 16 sentences, and EISA 4 criticized in 3 sentences.

Thus, there is a finding that the most illocutionary speech act in Ferdy Sambo's plea entitled *A Point of Hope in a Crowded Court Room* is RISA speculating with 31 sentences. Next, the second highest number was EISA complaining with 16 penalties. It can be interpreted that Ferdy Sambo's legal defense efforts in his plea were carried out by presenting expressions or sentences containing speculation and complaints.

## Conclusion

Based on the research mentioned above, it can be deduced that the illocutionary speech acts included in Ferdy Sambo's plea titled *"A Point of Hope in*

a Crowded Court" encompass representative illocutionary speech acts (state, admit, give testimony, mention, speculate); directive illocutionary speech acts (requesting, forcing, urging, ordering, commanding, pleading); and expressive illocutionary speech acts (saying thank you, complaining, praising, criticizing).

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## **DIFFERENTIATED INSTRUCTION IN THE ENGLISH READING CLASSES: A LITERATURE REVIEW**

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### **Abstract**

Differentiated instruction is a teaching strategy incorporating contents and approaches to accommodate students' range of needs and skill levels while fostering collaborative learning. The goal of this study is to offer a thorough understanding of how differentiated teaching is implemented and assessed in reading classes. This literature review includes the theoretical foundations of differentiated instruction, its application in English reading classes, and its assessment model. It reviews the studies on differentiated instruction in reading classes in the last nine years (2013-2022). Nine publications from ScienceDirect, ERIC, Taylor & Francis, and Sage were extracted. The results demonstrated that a few strategies and forms of assessment greatly enhanced the application of individualized instruction in reading classes. This paper calls for further studies on implementing differentiated instruction in English reading classes.

**Keywords:** collaborative learning, differentiated instruction, reading skills

### **Introduction**

EFL Students come from different cultures and social backgrounds and have different abilities in using languages. This diversity is an important asset that can be used to help the next generation reach its greatest potential (Hasanah et al., 2022). Therefore, students need to meet learning that is suitable for their needs. In the contexts of education in general and learning in more specific, the launching of *Kurikulum Merdeka* in 2022 showed that Indonesian education should move forward to cater to students with a proper approach to guide them in reaching the predetermined objectives. This approach is popularly called differentiated instruction. Since students learn English as a foreign language at different levels and with different learning styles and cultural backgrounds, differentiated instruction is especially important in EFL classrooms.

Differentiated instruction is considered a pivotal approach to be implemented in the classroom. In this context, teachers should realize that students have different abilities, interests, and needs in the process of learning. Accordingly, educating a diverse group of students in the same classroom presents a challenge for teachers who wish to address the individual differences among the students (Kotob & Abadi, 2019). When using a one-size-fits-all approach, the teachers will not be able to manage the diversity of their pupils and all levels of



ability in the same classroom; hence, it must be dropped (Tomlinson & Imbeau, 2010). Tomlinson (2014), furthermore, accentuates that the traditional approach fails to meet the academic needs of individual students since it solely attends to the needs of the class as a whole. It means that differentiated instruction is a more effective teaching method that allows the teachers to develop their teaching materials relevant to students' interests and preferences. If they can do this, they can assist their students in achieving greater academic success by putting differentiated instruction into practice (Ismail, 2019; Rafi & Pourdana, 2023). This method entails adapting the materials and delivery style to the various learning requirements of the students (Tomlinson, 2003). In line with Ismail and Rafi & Pradana, Tomlinson (2014) emphasizes that differentiated instruction can increase motivation and student involvement during the teaching-learning processes, which can also improve academic achievement and performance even more.

The implementation of differentiated instruction is essential to be conducted, especially in reading classes forasmuch as the students have different reading abilities, interests, and enjoyment in reading. To do so, the teachers are required to provide the students with various learning materials, for example, different types of texts and their complexity. They ought to elaborate on certain assessments that are proper for some levels.

At schools, nevertheless, most of the teachers tend to use the same texts for all students without considering the difficulty levels suitable for each individual. Taking these facts into account, the researcher observed the English teaching-learning processes and found that some students with low ability in reading faced difficulty in understanding the texts compared to those with high ability. This fact is one of the proofs that the one-size-fits-all approach is not suitable anymore for students having different needs in a class, and it implicitly shows the urgency to have tailored learning in all classes embracing reading classes.

However, most teachers have not implemented differentiated instruction yet in the classroom owing to some obstacles they face. A few of these obstacles include a curriculum that is highly standardized and frequently compels teachers to concentrate on it rather than the unique needs of each student (Grecu, 2023; Tomlinson, 2000), as well as an unsupportive school administration and a lack of resources (Gibbs, 2023; Holloway, 2000; Jager, 2016). The adoption of differentiated instruction is further hampered by teachers' personal teaching philosophies, a lack of knowledge and experience, and inadequate training (Suprayogi et al., 2017; Wan, 2016). A lack of knowledge and experience leads teachers to use a one-size-fits-all approach in the learning processes which may burden students in the classroom.

Some studies on the implementation of differentiated instruction have been conducted (Altin & Saracaloğlu, 2018; Forster, Kawohl, & Souvignier, 2018; Ibrahim & Amelia, 2020; Stavroula, 2015; Yousefi & Bonyadi, 2016). These studies focused on the use of differentiated instruction specifically in the reading class contexts. They divided the class into two groups, i.e., experimental and control groups. The results showed that varied instruction positively impacted students' views on learning English and their reading comprehension ability. The researchers acknowledge that the use of tailored instruction in the reading classes has positive impacts on the students and it is in line with its concept and goal.

The researchers expect that the current study's findings will contribute genuine and trustworthy data to the body of knowledge by drawing on the results of previous studies and the literature on differentiated instruction. This paper attempts to provide some information related to the previous studies on the implementation of differentiated instruction in reading classes to provide a valuable review for the next research studies.

## **Literature Review**

### *The concept of differentiated instruction*

Since students have different levels of skill, the teachers should be ready to accommodate those differences. It can be done by developing or designing some types of learning materials that are suitable for their levels. About this issue, Heacox (2018) claims that distinctive instruction provides a variety of methods that help students who are just starting to practice making instructional judgments by providing them with direction and support. Differentiated teaching, as opposed to one-size-fits-all, allows teachers to provide a range of ways to understand, obtain, and apply information, and to prepare strategically to meet individual needs where they are (Bondie, Dahnke, & Zusho, 2019).

Teachers must modify the learning materials to guide the students in meeting their needs in learning in the classroom. The students' needs in this instruction refer to the areas of content, process, product, and learning environment in terms of differentiated learning based on their readiness, interests, and learning profiles (Tomlinson & Moon, 2013). The first component, content, refers to the materials that students learn. It also deals with how the students can access the materials well. The materials are designed by considering the student's uniqueness. The second component, process, refers to how students comprehend the materials. Teachers differentiate their instruction to give a chance to the students to learn in different ways based on their learning styles. The third component, product, deals with the result that students produce after comprehending the materials. Teachers can provide the students with several options to choose from related to a particular project they enjoy the most. The last component, the learning environment, has to do with the physical and emotional vibes where the learning takes place. Teachers design their classroom setting by considering the various requirements of students. The components are shown in the following figure.

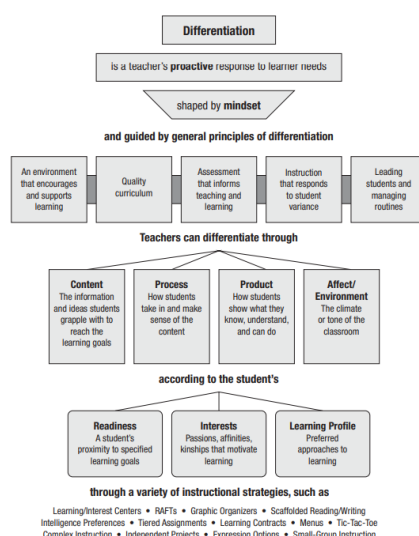


Figure 1. Key elements of effective differentiated instruction  
(Tomlinson & Moon, 2013)

Students must acquire the necessary content in addition to important ideas, abilities, and principles. To address the varied requirements of their pupils, teachers should adapt the contents by modifying the level of complexity through a variety of instructional approaches (Anstee, 2014). Under the former curriculum, each student was treated as the center of learning; however, in *Kurikulum Merdeka* each individual is given more attention. Therefore, the instruction should be designed to be more varied and tailored to each student's interests and talents (Usman et al., 2022). It means that one type of material does not fit all students in the classroom. Students are not at the same level in learning ability. In this respect, teachers have to create materials based on the level of difficulty and complexity suitable for each member of the class.

More specifically, tailored instruction should fulfill several criteria. First, the different competency levels, interests, learning styles, and tactics of students all affect how appropriate the learning materials are. Second, a variety of learning styles and study speeds are possible since the learning process, which includes the improvement of information and abilities, is predicated on students' initial learning profiles. Third, the outcome of education strongly relates to summative assessment, and it also validates diversity and options in terms of how learning results are presented. Fourth, engagement, cooperation, and communication between students and teachers are crucial to meeting the diverse affective needs of students because these social interactions foster dynamic, sympathetic relationships as well as a supporting learning community. The last, inclusive physical and social learning environments are essential and tolerant of individuals with varying inclinations and behavioral habits.

### *Reading and viewing*

Several EFL students find it difficult to comprehend what they read in reading classes. Learning to read comprehension is a difficult endeavor for non-native English speakers of the language (Kassem, 2020). This fact also occurs in

the Indonesian contexts related to teaching English as a foreign language (TEFL) in general, especially that in secondary schools.

The TEFL in Indonesia seems to be a fortune as The Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia launched and introduced *Kurikulum Merdeka* in 2022 which addresses relatively new issues in the national educational system. It highlights the key competencies that students must acquire. “Reading and viewing” comprehension is one of them. Reading comprehension is the end objective and should be viewed as a language skill in and of itself. These procedures are intricate and multifaceted inasmuch as reading is often understood to involve deciphering written words, phrases, paragraphs, or entire documents for meaning.

The primary focus of “viewing,” in contrast to reading, is the viewer's endeavor to make sense of the materials. Furthermore, to absorb and retain the materials, readers and viewers alike must engage in strategic thinking as the reading and viewing processes develop (Stoller & Komiyama, 2013). This is because readers and viewers are different from one another in a wide range of aspects, such as their reading and viewing attitudes, socioeconomic backgrounds, life experiences, linguistic proficiency, reading competencies, levels of metacognition, and knowledge of society and the outside world. Distinct readers and viewers have distinct features, thus when teachers prepare lessons for reading and viewing education, they must take this diversity into account. Teachers need to create reading materials that are suitable for students' interests since they have different levels of reading ability. In addition, teachers have to use appropriate teaching guidelines to help them reach their goals. Therefore, it is suggested that teachers should follow the ten instructional guidelines to enhance students' reading and viewing comprehension (Grabe, 2009). The researchers also reinterpret the rationale for practice regarding pedagogical attention.

Table 1. Ten pedagogical principles for teaching reading and viewing

Pedagogical attention	Rationale for practice
1. Ensure word recognition fluency	Students can use it to pronounce words they see and learn their semantic meanings.
2. Emphasize vocabulary learning	This can be achieved by establishing a setting that is rich in language and a context that is favorable to learning.
3. Activate background knowledge	It is used to assist students in activating their prior knowledge and schemas, to design brainstorming, and to share exercises.
4. Ensure language knowledge and comprehension skills	Students can build good reading skills by being taught how to properly acquire language principles.
5. Teach text structures and discourse organization	There are diverse organizing styles among text types. Students can more easily understand what they read and see if they are taught about the text structure and discourse information.
6. Promote strategic readers	Readers can address difficulties throughout the reading or viewing process by employing strategies like summarizing, clarifying, forecasting, picturing, creating questions,

Pedagogical attention	Rationale for practice
	drawing conclusions, drawing on prior knowledge, monitoring, and assessing.
7. Build reading fluency and reading rate	Effective use of syntactic structures, automaticity and accuracy of word identification, and processing speed over long texts are all important considerations for teachers in the classroom.
8. Promote extensive reading	To help children achieve high levels of reading and watching competency, teachers should create lengthy reading and viewing assignments and encourage them to participate for enjoyment.
9. Develop intrinsic motivation for reading	Students need to be guided in this area of inquiry by their teachers, e.g., by utilizing K-W-L as demonstrated in the next section.
10. Plan a coherent curriculum for student learning	The secret to any foreign language reading curriculum's success is having well-written reading or viewing texts or well-chosen reading or viewing materials.

Table 2. Techniques for teaching comprehension-based reading and viewing

Techniques	Lesson Flow		
	Pre	During	Post
Schema activation or provision			
Predicting and anticipating			
Previewing			
Scanning			
Skimming			
Reading and linking			
Viewing and Connecting			
Monitoring comprehension			
Inferencing			
Text-mapping			
Summarizing			
Retelling			
Acting and performing the text			
Note-taking			
Paraphrasing			
Perspective-taking			

Table 2 shows the techniques for teaching reading and viewing. By conducting those techniques, the students can position themselves in certain techniques they are good at. Therefore, it will be helpful for students to comprehend the text by considering the time-consuming.

Table 3. The use of a K-W-L chart in teaching reading and viewing  
(According to Ogle, 1986)

K	W	L
What I know	What I want to know	What I learned

After students receive the materials to be read, the instructors/teachers can start their teaching activity with K (what I already know). This can usually be done as a pre-reading exercise and generates a lot of helpful concepts, vocabulary

words, and important issues that students may already be aware of. Next, the teachers proceed to W, or what I want to know, as the following step. Pupils may be invited to make use of the range of reading and viewing techniques shown in Table 2. These kinds of activities can be done alone, in couples, in other configurations, or clusters and then sufficient time is given to the students to complete reading the materials. L (what is learned) is the following immediate step.

### Method

Examining this content requires four steps. The review was done by the researchers in four stages, i.e., carrying out, analyzing, and writing the review. The authors of this procedure are Liberati et al. (2009), Tranfield et al. (2003), and Wong et al. (2013).

To complete this review of the literature, papers in this area from the years 2013 to 2022 were examined. The journals from which they were extracted were Taylor & Francis, ERIC, ScienceDirect, and Sage. When searching Google Scholar for the articles, the researchers typed in "differentiated instruction in reading." This article reviews nine different publications.

### Findings and Discussion

After the first and second stages, the process of selecting the articles is completed, and the findings are composed. Nine articles are reviewed and presented in the form of the table below.

Table 4. Nine articles to be reviewed

Author	Journal Publication	Title	Findings
Elizabeth Shaunessy-Dedrick, Linda Evans, John Ferron, and Myriam Lindo	Sage	Effects of Differentiated Reading on Elementary Students' Reading Comprehension and Attitudes Toward Reading	Compared to kids in the control schools, SEM-R pupils had considerably higher reading comprehension and stronger understanding post-test scores.
Ibrahim Suleiman Ibrahim Magableh and Amelia Abdullah	International Journal of Learning, Teaching, and Educational Research (ERIC)	Effectiveness of Differentiated Instruction on Primary School Students' English Reading Comprehension Achievement	In terms of statistics, the experimental group did better than the control group. The results demonstrated that less classroom diversity resulted from differentiated instruction.
Natalie Förster, Elisabeth Kawohl, and Elmar Souvignier	ScienceDirect	Short- and long-term effects of assessment-based differentiated reading instruction in	This study looked at the short- and long-term effects of combining learning progress assessment (LPA) as a tool for teachers to continuously evaluate their

Author	Journal Publication	Title	Findings
Karina Karst, Meike Bonefeld, Stefanie Dotzel, Benedict C.O.F. Fehringer, and Merle Steinwascher	ScienceDirect	general education on reading fluency and reading comprehension Data-based differentiated instruction: The impact of standardized assessment and aligned teaching material on students' reading comprehension	students' progress with tailored reading instruction to fulfill each student's specific needs for reading comprehension and fluency. The study demonstrated that the DBDI was a tool that teachers could use to address achievement-related heterogeneity and accommodate students' variations.
Xiaomei Sun	Taylor & Francis Group	Differentiated instruction in L2 teaching: two extensive reading programs conducted during COVID-19 pandemic	DI was not fully expressed in areas of effect (inadequate student engagement and collaborative activities) because of online education.
Martin T. Peters, MSc, Karin Hebbecker, PhD, and Elmar Souvignier, PhD	Sage	Effects of Providing Teachers with Tools for Implementing Assessment-Based Differentiated Reading Instruction in Second Grade	Comparing the outcomes with a control condition, it was clear that giving teachers LPA did not result in greater improvements in reading comprehension or fluency.
Sally M. Reis, D. Betsy McCoach, Catherine A. Little, Lisa M. Muller R. Burcu Kaniskan	American Educational Research Journal (ERIC)	The Effects of Differentiated Instruction and Enrichment Pedagogy on Reading Achievement in Five Elementary Schools	These findings showed that an enrichment reading strategy that used less whole-group teaching and more differentiated instruction was just as successful as or even more successful than a traditional whole-group basal strategy.
Roberto Suson, Christna Baratbate, Wilfredo Anoos, Eugenio Ermac, Amelia Girly	Universal Journal of Educational Research (ERIC)	Differentiated Instruction for Basic Reading Comprehension in Philippine Settings	No matter what the circumstances, the results showed that pupils learned from every facet of their intellect.

Author	Journal Publication	Title	Findings
Aranas, Nolasco Malabago, Narcisan Galamiton, Dennis Capuyan			
Stavroula Valiandes	ScienceDirect	Evaluating the impact of differentiated instruction on Literacy and reading in mixed ability classrooms: Quality and equity dimensions of education effectiveness	The results demonstrated that students advanced more in classrooms that consistently employed differentiated instruction strategies than in those that did not.

### ***The implementation of DI***

#### **SEM-R**

The goal of the enrichment-based SEM-R reading program is to increase reading achievement by pique readers' attention and make reading more enjoyable. The approach also promotes self-regulation of behavior and reading, provides chances for students to participate in a range of enrichment activities to extend their reading and explore interests, and stresses broad exposure to books through teacher read-aloud. These components are organized into a three-phase structure, with each phase's duration varying as students gain more autonomy in selecting books for their own reading time.

Elementary kids can improve their reading comprehension and become more enthusiastic readers by participating in the Schoolwide Enrichment Model-Reading (SEM-R) program. Shaunessy-Dedrick et al. (2015) describe how the SEM-R program was put into practice in the treatment schools during the 2010–2011 academic year. By integrating SEM-R into their daily two-hour reading block, teachers at the four treatment schools improved the district's reading curriculum. The teachers adhered to the approved local reading teaching practices and incorporated SEM-R into their lesson plans.

The members of the research team visited the project classrooms during the year to make sure SEM-R was applied correctly. They used the SEM-R Observation Scale to rank each SEM-R phase component and to generate an overall implementation summary, thereby assessing the fidelity of implementation. The agreement rate among the observers for five observations lasting thirty minutes was 98%. Students can self-select and read books of their choosing that are slightly to moderately beyond current reading teaching levels when they get differentiated instruction during weekly teacher conferences.



### Extensive Reading

During the COVID-19 pandemic, differentiated instruction (DI) in extensive reading (ER) programs was implemented in different ways based on the unique circumstances and difficulties that teachers faced. Nonetheless, a few generic tactics and methods were used. Using graded readers is one kind of activity that counts as extensive reading. Books that are specifically created for language learners at various proficiency levels are known as graded readers. To make these books easier for students to read, the language has been simplified and the vocabulary has been limited. Because graded readers let users select books that correspond to their current language proficiency, they make reading practice more manageable and fun for learners. This activity is in line with the idea that extensive reading programs should include easy-to-read materials.

One study looked at two ER programs from the pandemic's DI point of view. A blended learning strategy was used in the first program, which combined online and offline activities. To meet students' readiness, the teachers gave them a variety of reading materials at varying degrees of difficulty. To meet each person's needs and interests, they also provided tailored support and feedback. To improve their learning process, students also participated in online forums and group projects.

A completely online approach was used in the second program. The instructors gave pupils a range of reading assignments and activities by utilizing digital tools and platforms. Multimedia components, including audio files and videos, were included to accommodate various learning profiles and preferences. To track students' progress and modify instruction as necessary, the teachers also made use of online assessment tools.

The study emphasized the difference in ER activity participation during the COVID-19 pandemic between learners with higher and lower achievement levels. One teacher reported that while the less proficient students found it difficult to set aside time for English study and read considerably less, the more proficient students continued to read the recommended materials. The difference in engagement was ascribed to lower achievers' incapacity for self-regulation and self-learning. The degree of parental supervision also mattered since some students required parental reminders to participate in ER activities. The study underlined how crucial it is for teachers to supervise and assist their students to close the achievement gap during online learning.

### ***The assessment of DI***

#### Learning Progress Assessment

To evaluate students' reading proficiency, the learning progress assessment method used in this study entailed giving brief computer-based tests to students every three weeks during the academic year. To provide differentiated information about students' reading ability, these exams blended reading comprehension questions with a maze exercise. The tests were made to give valid and dependable results on a fixed measure so that teachers could monitor their pupils' progress.

Instructors in the intervention group had to review the learning progress reports of their students two or three times a month on average. They made decisions about education using the LPA data, especially when it came to customizing training for each student according to his/her unique requirements.

### Standardized assessment of reading comprehension

The reading comprehension test was administered at two measurement points (pre-test/post-test) in a slightly modified form. Both tests consisted of two literary and two factual texts. Students had to answer questions, including items with open and closed response format, about all texts within 50 min (plus 10 min for the instruction and a short break of 5 min). The task was constructed following the reading competence model.

### Conclusion

The implementation of differentiated instruction becomes an ongoing topic to be discussed. Teachers face a kind of challenging moment to cope with this condition. It is stated that this paper attempts to investigate some points, such as the implementation of differentiated instruction in reading classes, the assessment being used in the class, and the effect of the implementation of DI. The answer is provided as a result of reviewing the previous study. The researchers assume that the implementation of SEM-R and Extensive Reading are appropriate approaches for implementing DI in reading classes. Therefore, LPA (Learning Progress Assessment) is suitable for assessing reading comprehension since it assesses periodically to make sure that the students improve well. As the researchers can sum up, differentiated instruction is a solution to solve the students' diversity, but it can go well if the teacher implements it using a proper approach and assessment. This paper invites further research studies into the implementation of differentiated instruction in a mixed-ability classroom.

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## ON PUZZLING TEENAGE LEARNERS' BEHAVIOR: BRAIN DEVELOPMENT, NEEDS, AND USEFUL STRATEGIES TO IMPROVE THEIR MOTIVATION AND ENGAGEMENT

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### Abstract

World Health Organization (WHO) defines adolescence as a stage of life between 10 to 19 years old, "a unique stage of human development" (Adolescent Health, 2023). While some language teachers or instructors are very keen on teaching learners in this age group, others find working with teenage learners not an easy task and yet challenging (Harmer, 2007 as cited by de Gentile & de Orue, 2012). For most teenagers, hanging out with their peers is more exciting than being and working in class. "They also generally find it rather difficult to postpone what they find more fun and usually have to make an effort not to fall asleep" (de Gentile & de Orue, 2012). The root of these puzzling teenage behaviors may lie in the maturing development of the teenage brain. Through library study, this paper discusses the brain development teenage learners undergo, their needs following this condition, and some useful classroom strategies to accommodate those needs and to improve their motivation and engagement in English class.

**Keywords:** activities, brain development, English learning, motivation and engagement, teenage learners

### Introduction

World Health Organization (WHO) defines adolescence as a unique stage of human development between 10 to 19 years old when a dramatic transformation occurs (Adolescent Health, 2023). Although the age span to define adolescence varies in different cultures, the term adolescence is closely related to "a psycho-social-biological stage of development that corresponds to changes in many areas" (Offer, 2013) accompanying the transition from childhood to adulthood. Rapid changes in adolescents' physical condition, cognitive growth, and social interaction that they experience affect their feelings, thoughts, decision-making process, and the way they see their surroundings. This period is often characterized as a turmoil or "extremes of psychological functioning" when "the adolescent might feel happy and altruistic one day and depressed and egocentric the next." (Offer, 2013). The adolescence period has shown an increase in risk-taking behavior, "impulsivity, emotional turmoil" (Watanabe, 2017), and sensation-seeking behavior compared to adults. Even though the advantages do

not necessarily outweigh the disadvantages, teenagers are more receptive to the influence of their peers and the media.

It seems like a mystery at first to understand why teenagers think and act the way they do. Early attempts to characterize adolescents' behavior "focused on the hormonal changes that emerge" (Galvan, 2013) in this period. However, Galvan (2013) found that "adolescent behavior is more than just a product of 'raging hormones'. Instead, pubertal hormones influence and interact with functional brain development". The changes in hormones and brain combined play a significant role in teenage behaviors such as reward-seeking behavior. Recent research in neuroscience highlights the findings that it may lie in the remarkable maturing brain that teenagers undergo "both in structure and function" (Romeo and McEwen, 2006 as cited by de Gentile & de Orue, 2012). The teenage brain is undergoing a significant and dramatic transition.

While some English teachers might dedicate their teaching career to working with this special age group, working with teenagers is not a simple task. The brain maturation process teenage learners undergo and its effects are manifested in the classroom. Teachers may have noticed the emotional turmoil, the roller coaster of teenage learners' engagement with their surroundings. On the one hand, teenage learners are more receptive to their peers' influence. On the other hand, they find it difficult to initiate interaction with their peers, especially those who are from different genders or whom they do not know well. Despite seeking social interaction, teenage learners tend to work with their closest classmates only, making it challenging for teachers to motivate them to collaborate with others. de Gentile and de Orue in their article entitled *Getting Teens to Really Work* (2012) even illustrated that "some teenage students talk non-stop and are usually not that enthusiastic about the activities planned for a lesson. What is worse is that even if students do cooperate, they can stay focused only if they manage not to fall asleep!".

## **Method**

Since teaching English to teenagers is challenging, it requires flexible and resourceful teachers reinforced by the knowledge about teenage brain development. Hence, this paper will explore some of the brain changes learners experience during adolescence, recognize teenage-specific needs following the brain maturation process that might become teachers' challenges in class, and describe some useful classroom strategies in learning English to accommodate those needs and to improve their motivation and engagement in English class. Through library research, a study conducted which involves a collection of books, journals, and online articles, this paper aims to descriptively discuss the nature of brain development teenage learners undergo which can explain their puzzling behavior, their specific needs, and some classroom strategies to help them succeed in learning English. This paper does not differentiate the individual disparity such as gender and personality traits in discussing the brain development of teenagers, nor do hormonal changes and puberty.

## **Findings and Discussion**

The structure and function of the brain change remarkably during adolescence. A great deal number of research and experiments have tried to figure

out what is happening during the brain maturation process and the implications. It is not once puzzling teenage behavior results in an unsuccessful English learning process and teachers are struggling in developing appropriate lessons and activities.

***Several changes during the brain maturing process***

In an article published by the US Department of Health and Human Services, it is found that the teenage brain stops growing in size during adolescence, but the process of fine-tuning, refining, and polishing how it works happens in this period. The brain "reaches 95 percent of its full size by age 6" (de Gentile & de Orue, 2012). By approximately the age of 12, a teenager's brain has reached the size and weight of an adult's brain (Powell, 2006). Luna et al. (2013) mentioned that the basic architecture of the teenage brain remained stable. The development of brain functioning continues throughout adolescence until a person is 25 years old.

During adolescence, melatonin levels stay high until later at night and drop later in the morning. Melatonin is a hormone produced in the brain that regulates the sleep-wake cycle and circadian rhythms in humans by controlling the timing of when someone sleeps and wakes up. Melatonin levels normally rise in the evening, signaling the body to prepare to sleep, and decrease in the morning, allowing one to wake up and become alert. However, melatonin levels in teenagers stay high until late at night and drop later than they are in adults, answering why teenagers may stay up late and struggle with waking up early. Consequently, they do not get enough sleep, making it harder to pay attention in class and do well at school (de Gentile & de Orue, 2012).

The prefrontal cortex, the part of the human brain behind the forehead that is crucial in planning, prioritizing, and decision-making is one of the last parts to mature, yet matures most rapidly during adolescence (de Gentile & de Orue, 2012; National Institute of Mental Health, 2023). Connections that were directed by the prefrontal cortex are strengthened from childhood to adolescence which support subsequent refinements in neural connectivity during the transition to adulthood. In adolescents, this stage of brain development leads teens to focus more on peer relationships, novelty, sensation (Luna et al., 2013), and social experiences than the possible consequences of a decision. Teens' brain considers that social benefits outweigh the risks. Besides, because their brain is still developing, teens may respond to stress differently than adults, resulting in higher chances of developing stress-related conditions such as anxiety or depression, including in their classes. They seek experiences and novelty including in their classroom environment but they may be prone to stress.

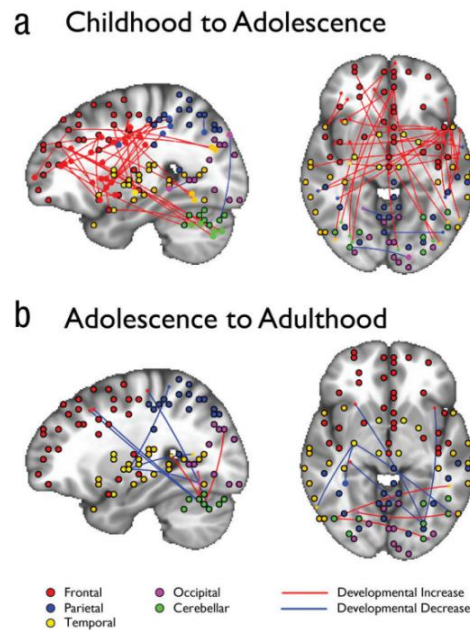


Figure 1. The brain connectivity is established between childhood and adolescence compared to adulthood (Luna et al., 2013)

Furthermore, converging evidence in human development studies indicates that adolescence is characterized by “a peak in the availability and function of dopamine..., which suggests that this is a period of heightened reward sensitivity” (Rosenberg & Lewis, 1994; Spear, 2000; Wahlstrom, White, & Luciana, 2010 as cited by Luna et al., 2013) which is parallel to sensation seeking behavior mentioned earlier. Steinberg et al. (2009) as mentioned by Galvan (2013) also highlight that there is a peak in reward and sensation-seeking behavior when teens are around 12 to 15 years old and 17 to 18 years old. In classroom situations, teenage learners might be more motivated when there is a reward awaits.

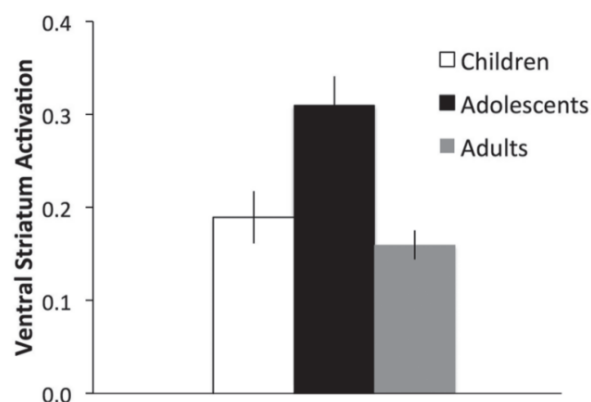


Figure 2. Brain activity in the ventral striatum during reward processing in children, adolescents, and adults (Galván et al., 2006 as shown by Galvan, 2013)

What is also worth considering in teenage brain development is the process called synaptic pruning. During childhood, “the brain grows excessive numbers of connectors between brain cells. For the brain to mature, it needs to get rid of



unnecessary connections and stabilize the ones that are left” (de Gentile & de Orue, 2012). When teenagers are 11 or 12 years old, they begin to lose a significant number of connections based on the use it or leave it principle, which means brain connections that are used will be kept and flourish, the ones that are not will be naturally eliminated due to overproduced synapses (Whitford et al., 2007).

### ***The distinctive needs of teenage learners***

With so many brain activities and maturing processes going on during adolescence which affect the way teenagers think, feel, and act manifested in the classroom, the challenges of teaching them are not too great to overcome. Teaching teenagers can be more manageable if teachers understand the causes of teens’ puzzling behavior and the needs that follow the brain refinement process. By recognizing the specific needs teenagers have, teachers can design pedagogical activities to deal with teenage learners and establish a more meaningful learning environment. de Gentile and de Orue (2012) illustrated several teenage learners’ needs concerning the brain maturation process. The needs discussed further apply to most EFL learners. However, they are more common in teens.

#### ***a. The need to play and interact socially***

Teenagers enjoy their peers’ companionship since social interaction during the period of adolescence is a critical for successful brain-maturing process. Klein, Padow, and Romeo (2010) as cited by de Gentile and de Orue (2012) even highlight that social isolation during adolescence can result in “dysfunctional behavior during adulthood”. Hence, a language learning classroom environment that involves a lot of social interaction supports learning more than the one with little interaction. Teachers should design a more useful component of language practice and more room for authentic communication in class such as through collaborative and interactive group work to promote students’ engagement while still accommodating their need to interact with their peers. Incorporating games in the language learning environment, especially group/team games, is not only fun and stimulates interaction, but it is also associated with the need to play, a characteristic of the transition from childhood to adolescence.

#### ***b. The need to rest***

In the previous section, it has been discussed how the melatonin level of adolescents is activated longer than the one of adults affecting the sleep-wake cycle. To put it simply, it is often difficult for teenagers to wake up early and remain alert during the day due to sleep deprivation as a result of melatonin activity in their brains. “Teachers may notice students being half-awake in the early part of the school day” (Coleman, 2021). It brings another challenge for teachers as they should consider planning stimulating activities to help them focus if teenage learners are sleepy in class.

#### ***c. The need to do physical activity***

Incorporating short activities involving movements “leads to increased concentration, which helps keep teenagers more attentive during the whole class period” (de Gentile & de Orue, 2012). Having teenage learners move around

during the learning process through a purposeful kinesthetic learning activity such as coming to the front of the room, standing up, or changing seats, can promote the release of endorphins and dopamine to help them stay focused and motivated. The Centers for Disease Control and Prevention (2010) even “found positive associations between classroom-based physical activity and indicators of cognitive skills and attitudes, academic behavior, and academic achievement.”

***d. The need to learn in a stress-reduced environment***

The adolescence period is a significant time when the brain experiences “a major process of maturation. It becomes more efficient, and a variety of new skills and abilities develop.” (Coleman, 2021). Since this is a period when a major change occurs and considering that teenagers are more prone to stress, “the environment around the young person is especially important” (Coleman, 2021). The teenage brain responds to stressful conditions differently from adults and develops stress-related conditions more easily. In addition, they are exposed to high levels of stress at school. Marder (2007) even advised that the effects of “chronic stress during adolescence” and genetic factors on the maturing, developing brain can have serious consequences. The stress hormone, cortisol, “damages and kills brain cells” (de Gentile & de Orue, 2012). Thus, teenage learners demand to learn in a stress-reduced environment which means “key adults, such as teachers, have a big role to play in assisting healthy brain development” (Coleman, 2021). Teachers can accommodate this need and lower teenage students’ stress levels by giving them choices, such as texts to read or a list of activities to do first, to allow them to take responsibility and have a sense of control or belonging over their learning process.

***Suggested activities for teenagers in English learning classroom***

Having known that the teenage brain is activated in those ways during its fine-tuning process of functions and structure, and having understood how the process is manifested in the needs in a classroom extent, teachers can deal with their puzzling behavior by designing appropriate lessons and activities. An essential factor to intellectual growth is movement or physical activity, and encouraging social environment. Levine (2014) as cited by McCaughey (2018) even mentions that “the human brain is designed to think while moving”. Discussed below are the sample activities that incorporate physical movement, social interaction, game/gamification, and collaboration to accommodate teenage reward-seeking behavior and stress-reduced classroom environment.

***Activity 1: Hand It In!***

The goal of this activity is to provide vocabulary or grammar practice involving physical movement to keep teenage learners engaged and motivated. This can also be used to review a wide range of topics such as paraphrased versions of statements in reading passages. Teachers need to divide the class into small teams and prepare one envelope per team containing vocabulary cards using different colors for each team’s cards to help teachers determine which team provided the greatest number of correct answers. Conducted indoors or outdoors, the procedures are explained as follows:

1. In a small team, the students stand at the back of the classroom.
2. Each team is given an envelope containing a set of cards with words or answers needed to the questions that the teacher will show on the board or will read. For example, if the class learned about prepositions, then the sample question would be “*My sister is really good \_\_\_\_\_ golf. She has won several championships.*”
3. Each member of the team collaborates in deciding the correct word needed among their cards. The student who has the word that correctly completes the sentence runs to the teacher and hands it in.
4. The teacher keeps the card of the team members that arrives first with the right answers. The game continues by reading or showing the next question.

### ***Activity 2: Find Someone Who...***

This activity is inspired by teachthis.com entry and can be fun to use during circle time or to get to know others better by asking and collecting information about students’ classmates which takes around 30 minutes to practice. The teacher needs to prepare a handout/ a worksheet containing a table with three columns; the list of information students have to find, names, and information. For example:

Table 1. Sample of Find someone who topic

Find someone who ....	Name	Information
has the same hobby as yours		
has brothers or sisters		
eats breakfast every morning		

Alternatively, instead of preparing the same set of questions, teachers can prepare different sets of questions (type A, B, C, for instance), so that there will be more varied information gained. The teacher can ask the students to walk around the classroom and find information about their classmates, or assign around 10-15 minutes to collect the information. Upon finishing asking for information, students read their findings and share the most interesting info about their classmates in class. It can promote more purposeful interaction among teenage learners and their peers.

### ***Activity 3: Jigsaw Reading***

By allocating 45 to 60 minutes of the meeting and preparing handouts containing different reading passages and highlighters or pencils through jigsaw reading activity, the teacher can create a less stressful learning environment where students can have more control over their choices. The activity aims at enhancing cooperative learning and interaction. If the class reads about pollution, students can be divided into small groups and each group is provided with a different section about various types of pollution from the article or depending on the topic discussed in class. For example, one group will focus on water pollution; the second group will take charge of air pollution, etc...Each group should carefully go over their sections. The teacher should help his/her students learn how to take

notes while reading. Each member of the group should orally share what they learned from the text (causes, effects, and suggested solutions).

This helps enhance reading and speaking skills as well as active participation. Teenage learners can also practice being more responsible with their choices. At the end of the class, the teacher can encourage his students to reflect on what they learned and express their opinions about the topic learned through this jigsaw reading activity.

#### ***Activity 4: One Host, Three Guests***

This activity incorporates differentiated learning and collaborative learning which is effective to make everyone in class work in different roles. It can take from 45-60 minutes for the whole meeting to do the activity. Students should work in groups of 4. The teacher needs to prepare the topics for the discussion, some large blank paper for students' creation, stationery, and a reflection sheet. Alternatively, the students can prepare a poster as a mini-project.

The topics discussed can be about the problem-solution of some issues. The teacher can prepare a few topics to choose from and after forming the groups, the students can choose the most interesting topic for them. They can be assigned for different roles such as the note taker/moderator, the problem/cause finder, the solution finder, and the artist. After around 15 minutes of discussing the topic chosen, the students can create graphic organizers, a mind map, an infographic, or a drawing representing the discussion results. Teaching the vocabulary and useful phrases or discussing some issues in class together can be done if necessary.

After the students finish creating their products, the teacher can ask them to choose a new role; one member of the group should stay to receive some guests from other groups and present the results of the group's discussion as A HOST. Other members should go and visit other groups as GUESTS. Bringing the peer-assessment sheets, each guest should focus on different things; for example the language feature, the creation, and the content, and ask questions related to their products. After visiting all groups, the guests can go back to their group and report their findings to the host where they can decide on the most interesting presentation, the most comprehensive content, the widest range of language features, and the most interesting question/ most attentive guest (from the host). All groups will share the group's decision and what they learn from other groups.

### Activity 5: Board Games or Bamboozle with Rewards



Figure 3. Sample of a board game taken from *Activate: Games for learning American English: Teachers' Manual* (2013)

In the period when the brain activates more if a reward is present, playing games that enable teenage students to receive points or rewards is undoubtedly motivating. One of the examples is through board games in which teenage learners can obtain higher points if they can provide more complex and accurate responses based on the grammar points discussed. Using online games such as Bamboozle can be an interesting alternative if the teacher wants to involve technology.

### Conclusion

Teaching a foreign language to teenagers is a special challenge considering their brain development which affects their behaviors. This condition indicates several teenage essential needs in the classroom context namely the need for play and social interaction, the need to rest, the need to be active physically, and the need to study in a stress-reduced environment. Although the brain size has reached its maximum size, the development intensifies through some fine-tuning processes both in the neural connection and function. The reason why teenage learners experience sleep deprivation which makes it hard to stay focused in class lies in the high melatonin level during the night. Although it develops rapidly, the prefrontal cortex which is crucial for prioritizing, planning, and decision-making is the last part to mature. Consequently, teenage learners show a typical behavior of seeking sensation and reward.

English teachers play a big role in meeting the needs of teenage learners. English teachers should be resourceful and understand that teenagers are still

developing both physically and mentally. Therefore, tailoring teaching strategies can help address the specific needs of teenage learners to enhance their motivation and engagement in the classroom. Teachers can use authentic materials such as news articles or TV series episodes with subtitles to help improve reading and listening skills. Playing vocabulary or grammar games can help teenagers retain information while also being a fun activity to fulfill their needs for rewards and movement in a stress-free classroom environment. Besides, teachers can incorporate technology by having the students use language learning apps or interact with online resources for English language learning.

However, it is worth considering and recommended for further research on the effect of gadget exposure and the COVID-19 pandemic on the teenage brain. During the pandemic, students were imprisoned at home for around two years with minimum exposure to social interaction and physical activities. Their sleeping habits might have changed and they might have experienced different kinds of stress in their learning processes. Instead, teenagers are exposed to gadgets a lot during this period and after. Will these affect their brain development and needs? As de Gentile and de Orue (2012) stated “We hope that the suggestions made in this article will increase teachers’ repertoire of resources to help them deal successfully with this especially challenging, but certainly lovable, age group”.

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## ANALYZING ENGLISH TEACHERS' LESSON PLANS: THE ALIGNMENT OF THE LEARNING OBJECTIVES, ACTIVITIES, AND ASSESSMENTS

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### Abstract

The current study analyzes the Lesson Plans (LPs) designed by the English teachers taking part in the *PPG (Pendidikan Profesi Guru)*. The constructions of the learning objectives, teaching and learning activities, assessments, or exercises often still create burdens on the teachers. Therefore, it is important to investigate them. This study aims to examine the formulations and the alignments of the three mentioned elements of the teachers' LPs. This document analysis deals with scrutinizing 60 EFL LPs making use of the Lesson Plan Analysis Table settled. The results of the analysis show examples of how the three components under study are formulated, and how they are aligned or related to each other. They are categorized into four, namely 1. 'Perfectly Aligned' (the three components are all aligned to each other); 2. 'Imperfectly Aligned' (the three components are all there but one of them is not aligned with the other two); 3. 'Perfectly Unaligned' (there are three components but none is aligned to each other); and those 4. 'Misaligned' (the three components are incompletely written in the LPs - having neither one of the Learning Objectives, Activities, nor Assessments).

**Keywords:** alignment, assessment, learning activity, learning objective, lesson plans

### Introduction

The role of a lesson plan (LP) is very important in the world of teaching and learning. LP is an essential resource for teachers in their classes. To have high-quality instructions, teachers need good lesson plans. With a good LP, a teacher can think about the content/materials, and objectives of the courses in advance, as well as arrange the activities so that the teaching activities and processes will fit with the available time frame. A good lesson plan will help teachers prepare the classes in terms of the resources, tools, materials, techniques of presentation, and ways of assessment to achieve the objectives.

Realizing its importance, a good lesson plan should provide topics, goals,



alternative methodologies for presentation, materials, time allocation, ways of evaluation, and references. Various studies have been conducted concerning the composition of a lesson plan. Boikhutso (2010) dealt with lesson challenges faced by student-teachers, and Amilia (2014) studied the genre-based approach to English language teaching. While Latifa (2017) analyzed teachers' lesson plans through behavioral objectives theory. However, just a few studies focused their attention on the alignment of objectives, activities, and assessment of lesson plans. Therefore, this study intends to find out how compatible the three main elements of lesson plans are: objectives, learning activities, and assessments. The data of the study were gathered and scrutinized using the table of LP analysis table presented in the part of the instrument to find the alignment of the core three elements of the LPs.

EFL teachers (even those who have been dealing with teaching practices) often have difficulties in formulating lesson objectives that should be accommodated in the learning activities, as well as in the assessments they designed in their lesson plans. Especially for those who were participating in the *PPG* program – *Pendidikan Profesi Guru* (Teacher Professional Educational Program, the formal teachers' professional development facilitated by the Indonesian Education and Culture Department) for English subjects. It could be seen when they presented their lesson plans during the discussions done in classes. They acknowledged that it was hard for them to formulate the EFL learning objectives and align them with the activities as well as the assessments.

According to the Minister of Education and Culture, Research and Technology's Regulation (*Permendibudristek* number 16, year 2022), a Lesson Plan at least must consist of the learning objectives, activities, and assessment. In line with that, Singapore Management University (2023) also mentioned that a successful LP must integrate 3 key elements namely the learning objectives, learning activities, as well as assessments to check students' understanding. Additionally, Kurt (2020), Camosun College (2022), as well as Kencana et al. (2022) emphasized that the three components in the LPs must be aligned one to another. Meanwhile, the teachers in the program are expected to be professional teachers, so it is very important to investigate how the three components they formulated in their LPs are aligned.

The current study tried to find out the alignments of those three elements of the EFL lesson plans designed by the *PPG* teachers. This research intended to answer the questions:

1. "How were the learning objectives, activities, and assessments formulated in the EFL lesson plans?"
2. "How were the three elements of the lesson plans aligned?"

The sources of data were limited to 60 Lesson Plans (consisting of 232 sets) designed by EFL teachers of the *PPG* Program from 3 batches in 2020. Whereas, the analyzed components of the LPs were only three elements which were the learning objectives, activities, and assessments.

Teachers and student-teachers of English as a foreign language would get the benefits of learning about the elements of lesson plans: learning objectives, activities, and assessments; as well as how they should be aligned. In addition, institutions of EFL teachers' training would be able to get more exposure to the compositions of lesson plans and further, be able to prepare their instructions for

the teacher-trainees better.

### ***Lesson plans with the three key components***

In analyzing the English teachers' lesson plans and the alignment of the learning objectives, activities, and assessments, it is important to understand what is expected in each of the variables. Each of the aspects has to be sequent to one another to create an effective and efficient lesson plan. This is in line with the regulation of the Minister of Education and Culture number 22 of 2016 about the Standard of Process at the Primary and Secondary Levels. Out of the thirteen lesson plan components regulated, the core components that are obligated to be implemented by the teachers are learning objectives, learning activities, and learning assessment. Whereas, the other components are considered complementary. The following are the descriptions of lesson plans and their components.

Brown (2007) describes a lesson plan as “a set of activities which ‘represent ‘steps’ along a curriculum before which and after which you have a hiatus (a day or more) in which to evaluate and prepare for the next lesson” (p. 164). Several elements in the lesson plan need to be included depending on the curriculum. The elements that are going to be discussed here are learning objectives, activities, and assessments. Perhaps the most important element of a lesson plan is the learning objectives as the outcomes that all our teaching will try to achieve.

Learning objectives are statements describing what learners will be able to do upon completion of a unit of instruction (Acito, 2002). This statement is in line with what the Educational psychologist Gagne (1974) who wrote in his book, *The Principles of Instructional Design*, that we should ask ‘What will the learner be able to do after the instruction, that they couldn’t (didn’t) do before?’ or ‘How will the learner be different after the instruction?’ The answers to these questions will be the foundation of the learning objectives and identify the desired outcomes.

Formulating learning objectives is a crucial step in designing instruction. It is because they should describe exactly what learners should know or be able to do at the end of the course that they couldn't do before. The objectives help define the scope of the lesson and guide both the teacher and the learners through the development of instructional content. The activities, and assessments or tests should also be developed directly from learning objectives to ensure that these activities are properly focused on what learners are meant to learn.

According to Harmer (2007), the best classroom aims are specific and directed toward an outcome that can be measured (p. 371). As Morrison (2013) stated a clear learning objective gives the learners very clear expectations within the course. In other words, learning objectives should be brief, clear, measurable, and specific statements of what learners will be able to do at the end of a lesson as a result of teaching-learning activities. Furthermore, according to the Lesson Plan Format based on Minister of Education and Culture Circular Number 14 of 2019, learning objectives describe the process and learning outcomes that are expected to be attained by students by basic competencies and made based on Core Competencies, Basic Competencies, and predetermined indicators.

To accommodate effective lesson planning, one type of learning objective

called behavioral objectives is assumed to be an appropriate way of setting up English learning activities. Based on Bloom (1956), as well as Anderson and Krathwohl (2001), learning objectives are classified into three domains of behavioral objectives: cognitive, affective, and psychomotor domains. Firstly, the cognitive domain refers to intellectual learning and problem-solving. Secondly, the affective domain refers to the emotion and value system of a person. Thirdly, the psychomotor domain includes physical movement characteristics and motor skill capabilities. Further, Latifa (2017) cited Print (1993) mentioned that behavioral objectives possess four essential features assisting teachers in creating effective learning activities for students, those are; *comprehensive* (taking cognitive, affective, and psychomotor domains in learning), *consistency* (in line with the aims and goals of the curriculum), *attainability* (considering students' level, source availability, and time allocation), *suitability* (considering students' need), *validity* (due to covering aims and goals as a whole), and *specificity* (written explicitly). It is explained in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 22 the year 2016 Concerning Standards for Basic and Secondary Education Processes that the indicator formula and learning objectives are created based on three areas of learning: knowledge, skills, and attitudes.

Furthermore, Mager (1984) as cited in Latifa (2017) argued that learning objectives should be specific, and measurable so that they can both guide instructors and aid students in the learning process. Mager's ABCD model for learning objectives includes four elements: audience, behavior, condition, and degree of mastery needed (as shown in the table below).

Table 1. The ABCD model for instructional objectives

1. Audience(A)	Who? Who are your learners?
2. Behavior(B)	What? What do you expect them to be able to do? This should be an overt, observable behavior, even if the actual behavior is covert or mental. If you can't see it, hear it, touch it, taste it, or smell it, you can't be sure your audience learn it
3. Condition(C)	How? Under what circumstances or context will the learning occur? What will the student be given or already be expected to know to accomplish the learning?
4. Degree (D)	How much? How much will be accomplished, how well will the behavior need to be performed, and to what level? Do you want total mastery (100%), do you want them to respond correctly 80% of the time, etc. A common (and non-scientific) setting is 80% of the time.

Ogbeiwi (2017) claimed that a lesson plan must possess well-formulated learning objectives. Blaschko (2017) added that so that learning objectives are useful, they must be SMART which stands for Specific, Measurable, Attainable, Results-Focused/Relevant, Time-Focused/Time-bound/Time-framed. Moreover, the learning objectives need to be SMART. Further, this kind of learning objective may facilitate a teacher to get the students to engage in their learning activities in class (Ogbeiwi, 2017). If a learning objective is formulated well, naturally it will

also increase students' competence which is actualized in the learning assessments (Blaschko, 2017). Concerning the SMART framework, according to Drew (2022), for 'Specific' criteria, learning objectives must be clear with details of what to do to achieve. 'Measurable' is the way to assess the lesson; to check if the objectives can be accomplished by the students ('Attainable'). Whereas, 'Results-Focused/Relevant' refers to whether the objectives are by the lessons got by the students, considering the time provided (Time-Focused/Time-bound/Time-framed).

The second element of the lesson plan is the learning activities. After setting objectives, teachers need to plan activities to help learners achieve them. Shin and Crandall (2014) stated that the activities need to be tailored to specific objectives. Learning activities should be written effectively in the form of activities that should be carried out interactively, challenging, and motivating the students. Learning activities should provide experiences that will enable students to engage in, practice, and gain feedback on specific progress toward those objectives. The regulation of the Minister of Education and Culture number 22 of 2016 stated that the activities should be organized to fit the stages in the lesson plan: introduction, main activities, and closing. In the introduction, the teacher should prepare warm-up activities that motivate the students to learn as well as activate their background knowledge of the lesson. The activities could be in the form of questions and answers, showing pictures, playing a game, or using a song related to the topic of the lesson. In the main activity, the teacher should prepare activities based on the model of the teaching methodology and approach whether it is discovery learning, problem-based learning, or others. In teaching language skills, relevant vocabulary and language structure should be presented in a meaningful context. The kind of activities that could be used such as answering questions from a reading text, completing sentences, filling in a table, composing a dialog with a partner, presenting the dialog, and acting out a story. In the closing part, the teacher should discuss the summary of what they have learned that day, make an evaluation, reflect, and discuss the follow-up activities for the next lesson.

The third element of the lesson plan discussed here is the learning assessment. A lesson plan is not complete without an assessment component. Just as the classroom activities should be aligned with learning objectives, the assessment should also be congruent. According to Mousavi (2009), as quoted by Brown and Abeywickrama (2010), assessment is "appraising or estimating the level or magnitude of some attribute of a person". In educational practice, assessment is an ongoing process that encompasses a wide range of methodological techniques. In other words, in developing learning assessments, a teacher should determine whether the lesson objectives would be accomplished at the end of a lesson. S/he should decide how to evaluate students' performance and provide feedback, on what rubrics and scorings be used. The learning assessment according to the Lesson Plan Format based on Minister of Education and Culture Circular Number 14 of 2019 should be made simply by taking into account the competency achievement indicators and referring to the assessment standards.

### ***The alignments of learning objectives, activities, and assessments***

In designing a lesson plan, it is significant to ensure that the three components of learning objectives, learning activities/instruction, and learning

assessments are aligned. According to Anderson and Krathwohl (2001), alignment refers to the degree of correspondence among the learning objectives, activities, and assessments. Kencana et al. (2022); and Camosun College (2022) added that it is essential for the learning objectives to be aligned with both learning activities and assessments to support students' learning (Burger, 2008 and FitzPatrick, 2014). Burger also stated that careful planning will make it possible for the success of the alignment among the three elements. Therefore, it is important to analyze if the three components of the lesson plans under study are aligned. Further, Kurt (2020) explains that there should be consistency across the program with precise connections among evaluations/learning assessments, course goals/learning objectives, and learning tasks/learning activities (as shown in the following figure).

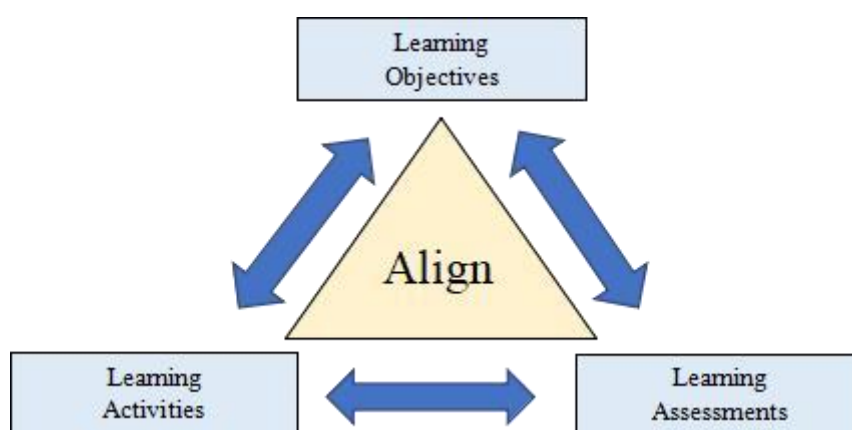


Figure 1. Alignment of Learning Objectives, Activities, and Assessments (Adapted from Kurt, 2020)

Meanwhile, Anderson and Krathwohl (2001) indicated that severe misalignment could cause problems. Take for example, if learning activities in the instruction were not aligned with the assessments/exercises, even though there was high-quality instruction, it would not likely influence students' performance on those assessments. Similarly, if assessments were not aligned with objectives, the results of the assessments would not reflect the achievement of those objectives. Typically, the degree of alignment was determined by comparing the learning objectives with the learning activities, the learning objectives with the learning assessments, and the learning activities with the learning assessments.

## Method

Document Analysis was applied in this study. It examined quantitatively the alignments among the 3 components of the *PPG* Program teachers' EFL Lesson Plans namely the Learning Objectives, Learning Activities, and the Learning Assessments.

The source of data was 60 LPs designed by the EFL teachers following the *PPG* program in 2020 from three batches which were employed to obtain the data for this study. The data were taken from the LPs submitted for the final examination or the so-called *UKin (Uji Kinerja)*. Considering that this was the last stage where the participants had finished the program, the LPs produced must be the ones of their best.

The data acquired for the Learning Objectives were the Behaviors (B) and the Conditions (C) formulated in there. In addition, there was data gained from the types of Learning Activities designed as well as the kinds of Learning Assessments or the exercises constructed in the EFL LPs. There were different numbers of learning objectives, activities as well as assessments written in each of the Lesson Plans designed by the EFL teachers. In total, there were 232 ‘sets’ of the three components under study, although not all of them were completely provided in the LPs. This will be elaborated further in the findings.

A table of Lesson Plan Analysis was customized (as the instrument of the study) to collect the data expected. They entailed columns consisting of the parts of the learning objectives: behavior, and condition. Despite the ABCD Model for Instructional Objectives as cited in Latifa (2017), the Audience / Agent (A) [the students], and the Degree (D) [the level of which the students are expected to achieve] or *KKM (Kriteria Ketuntasan Minimum)* were considered to be already understood, so they were not included in the table of analysis. There were also columns registering those related to the objectives which concerned with the varieties of learning activities, and the sorts of learning assessments or the exercises provided for the students discovered in the EFL LPs.

Table 2. Lesson plan analysis table

No.	LP#	Learning Objective [B & C] #	Learning Activity	Learning Assessment / Exercise
1.	1.			
...	...			
232.	60.			

The *PPG* ‘2020 EFL teachers’ Lesson Plans were collected to be classified utilizing the prepared instrument in the form Lesson Plan Analysis Table. The original versions of the lesson plans were written mostly in Indonesian. After putting the Learning Objectives, Learning Activities, and Learning Assessments found in the LPs in the analysis table, they were then put into English to analyze the formulations, and to find if there was any alignment among the three components.

The data brought together in the table of analysis were then accumulated yielding lists of behavior and condition of the learning objectives formulated by the EFL teachers in their LPs. The results were then compared to available lists of learning activities, and the varieties of learning assessments or exercise types to see the formulations, and whether they were aligned with the learning objectives, and/or with each other. Even though the words used in the formulations of the components under study were different if they referred to the same meanings they were categorized into the ones which were aligned.

### Findings and Discussions

The analysis of the data yields the total result as shown in Table 3: The Alignment Percentages of Learning Objectives, Learning Activities, and Learning Assessments. By comparing the 3 components of the EFL Lesson Plans under study namely Learning Objectives; Learning Activities; and Learning Assessments, there are 4 types of alignment found. The first is ‘Perfectly

Aligned', where the 3 components are there, and they are all aligned with each other. The next is 'Imperfectly Aligned', in which all the 3 components are present but one of them is not aligned with the other two / only 2 of the components are aligned. The following is 'Perfectly Unaligned', all components are there but they are not aligned to each other. The last refers to 'Misaligned' referring to the ones which cannot be included in the 3 mentioned types before. Those included in the 'Misaligned' ones have only two components, one of the elements under study did not exist in the teachers' LPs. Meanwhile, the two components are not aligned with each other. Each type of the alignments will be depicted with the examples in 6 tables (Tables 4 - 9).

Table 3. The alignments among learning objectives, activities, and assessments

No.	Types of Alignment	Frequency	Percentage (%)
1.	Perfectly Aligned	110	47.41
2.	Imperfectly Aligned	52	22.42
3.	Perfectly Unaligned	11	4.74
4.	Misaligned	59	25.43
Total		232	100

In the table above (Table 3), we can see that, compared to the others, the amount of the 'perfect alignment' among the 3 components under study (Learning Objectives, Learning Activities, and Learning Assessments) is the highest in the percentage, even though it is less than half of the total. It indicates that the alignment of the three elements in the EFL LPs investigated was 47.41 % 'perfectly aligned', meaning that it is still low. In addition, the table also shows that the rest (52.59%) of the lesson plan components (more than half of the total) still contain some problems in the forms of 'imperfect alignment' (22.42%), 'unalignment' (4.74%), or 'misalignment' (22.43%). Therefore, it is reasonable that the participants indeed need further instruction or refreshment in the formulation of the EFL lesson plans which will consequently improve the quality of their teaching. It can be expected that EFL teachers will have a better understanding of aligning the teaching-learning activities which finally results in more qualified classes and the goals of the curriculum can be more realized.

As the results of the analysis to answer the research questions, tables 4 to 9 provide some examples of the formulations of the learning objectives, the designed learning activities, and the types of learning assessments or the exercises in the lesson plans as well as whether they are aligned with each other.

Here is the first type of alignment: 'Perfectly Aligned Learning Objectives, Learning Activities, and Learning Assessments'. Table 4 displays the examples of perfect alignment among the 3 elements under study. We can see here that in each line, all the 3 components in the columns are aligned i. e. in answering questions, filling in the blanks/gap completion, and practicing/demonstrating/role-playing the dialog.

The examples indicate that most EFL teachers' lesson plans already provide classroom activities in whatever forms they are being integrated in reaching the goals. The objective is actualized in the learning activities, which are doing exercises in the multiple choice questions, and in answering the questions related

to the text. The alignment of the processes lies in the answering activities which are already planned in the objectives and are actualized in the learning activities, as well as in the assessments.

Table 4. Examples of perfect alignment

No.	Learning Objectives	Learning Activities	Learning Assessments
1.	Analyzing social functions, text structure, and language features of explanation text to give and ask for information about natural phenomena related to other subjects for class XI by answering multiple choice question	Answering multiple choice questions about natural phenomena in explanation text	Read the text carefully and answer the questions by choosing the best answers based on the text!
2.	Identifying the social function, text structure, and language features of narrative text, by listening to a story and then completing the gap in the text	Listening to a fairytale and filling in the blanks in the text	Listen carefully and fill in the blank words
3.	Demonstrating role play	Demonstrating interpersonal interaction orally based on the video	Choose one of the conversations from video 3 and then practice with your friend then send your video to the WhatsApp Group

Table 5 shows the examples of the second category of the alignments found in the EFL LPs which is 'Imperfectly Aligned Learning Objectives, Learning Activities, and Learning Assessments'. In this table, there are only 2 of the elements are aligned in each set: the learning activity with the learning assessment [sentence completion]; the learning objective with the learning activity [table completion]; and the learning objective with the learning assessment [dialog completion]. From the examples in Table 5, it can be seen in one of the examples that the learning and teaching processes are well aligned with the assessment in the form of completion, however, the imperfect alignment lies in the learning objective element which requires an analysis of a text. The EFL lesson plan elements of learning activities and learning assessments were not the actualization of the learning objectives. The imperfect alignment might also occur in either the learning activities or the learning assessments.

Table 5. Examples of imperfect alignment

No.	Learning Objectives	Learning Activities	Learning Assessments
1.	Analyzing written transactional texts by paying attention to social functions, text structures, and language features about expressions of appealing	Completing sentences	Filling in the blanks



No.	Learning Objectives	Learning Activities	Learning Assessments
2.	Identifying special terms and putting them in the table	Identifying announcement text, writing them in the table	Read the announcement below and answer the questions
3.	Analyzing by completing the dialog with suitable sentences	Discussing further social functions, text structures, and language features from the examples	Complete the dialogues with the appropriate words in the box!

Table 6 shows examples of ‘Perfectly Unaligned Learning Objectives, Learning Activities, and Learning Assessments’. Three of the elements under study are available in the participants’ EFL LPs but none of them is aligned one to the others. Even though the lesson plans contained the three elements of the study, the elements were not aligned. It is shown in one of the examples here that arranging dialogs could not be considered as the proper realization of the sentence construction, and filling in the blank spaces using the right forms of the verbs was not the right realization of the dialog arrangement either. Moreover, comparing things should include qualities of the things compared, and this did not appear in the activities (arranging a dialog) and assessment (providing the correct modals) mentioned in the lesson plans. Those reasons made this kind of teaching plan considered perfectly unaligned. Following the plan would result in the disorganization or disintegration of the teaching-learning processes in the EFL classroom.

Table 6. Examples of perfect unalignment

No.	Learning Objectives	Learning Activities	Learning Assessments
1.	Following text structures, and language features about expressions oral and written interpersonal interaction concerning asking for and giving information related to prohibition and obligation, by making sentences with modal auxiliary based on the contexts given	Using appropriate expressions and arranging dialogs about prohibiting and giving suggestions through the LMS page	Choose the correct modal verb to fill in the spaces in the blank
2.	Comparing social functions, and language features of descriptive texts orally from the provided pictures	Comparing their 2 teachers by answering short questions	Describing friends in pairs orally
3.	Analyzing text structures, and language features some specific functional text in the forms of announcements), by giving and asking for information related to activities based on the contexts	Deciding the social function, text structures, and language features of announcement text by answering questions	Complete the table with the correct answers based on the announcement

Those that cannot be classified into the 3 previously mentioned categories are identified as ‘Misaligned’ Learning Objectives, Learning Activities, and Learning

Assessments. There 25.42% of the EFL lesson plan components analyzed contained the problems of misalignment. It is divided into 3, as shown in Tables 7, 8, and 9. Those are the ones showing the examples without Learning Objectives (Table 7). Whereas, the Learning Activities are different from / misaligned with the Learning Assessments. The next one (Table 8) consists of the examples of the ones in the EFL LPs that have no Learning Activities, while the Learning Objectives are different from the Learning Assessments (they are misaligned). The last (Table 9) deals with the examples of the ones with No Learning Assessments, misaligned between the Learning Objectives and Learning Activities (the ones which are not aligned either).

Table 7. Examples of misalignment with no learning objectives

No.	Learning Objectives	Learning Activities	Learning Assessments
1.	---	In groups, discuss the identified social function, text structure, and language features	Answer the following questions
2.	---	Presenting the result of the group discussion	Annotate to identify and analyze the message and use of language (at least 3 metaphors and 3 personifications) in the song
3.	---	One of the students presents the work s/he does and then discusses the work together	Students are asked to write an analytical exposition text on the topic of social media with about 100-150 words

Table 7 shows the examples of the ones included in the 'Misaligned', with the absence of one of the essential elements of EFL lesson plans. In one of the examples, the learning activities, and the learning assessments were formulated in the lesson plans, however, the learning objective for the elements to which the elements should refer did not exist. In addition, the two components were misaligned, and this is serious. It can be found out in one of the examples that the objective is absent, and the discussion of the social function, text structures, and linguistic features of the text are not aligned with the answering comprehension questions, and finding and analyzing the metaphors and personification found in the assessment of the text.

Table 8. An example of misalignment with no learning activity

No.	Learning Objective	Learning Activity	Learning Assessment
1.	Writing names of days, and months based on the context	---	Answer the questions based on the timetable

Table 8 shows an example of misalignment between the learning objective and the learning assessment, without any learning activity at all designed in the EFL lesson plans. In this case, the lesson plan did not contain any learning

activity, it just consisted of the elements of learning objective and assessment. The lesson plan did not mention the learning activity to reach the objective nor to measure the student's mastery of the materials in the assessment provided. The absence of the learning activity resulted in the misalignment of the lesson plan components. Moreover, the objective element did not suit the assessment either.

Table 9. Examples of misalignment with no learning assessments

No.	Learning Objectives	Learning Activities	Learning Assessments
1.	Identifying the social function, text structures, and language features of written interpersonal interaction concerning expressions of offerings services and the responses by completing the table	Given a dialog, the students identify expressions of offering services and the responses by answering questions	---
2.	Understanding expressions of time by answering questions briefly about analog clocks correctly	Completing short dialogs related to expressions of time	---
3.	Identifying the social function, text structures, and language features of analytical exposition text shown in the interactive PPT	Discussing content and context, the social function, text structure, and language features by answering teachers' questions orally	---

Table 9 depicts that the examples do not have any learning assessments formulated in the EFL LPs. Meanwhile, in terms of the alignment, the components found are misaligned. It shows that the learning objectives are not aligned with the learning activities. In the following case, the EFL lesson plans do not mention any assessment forms to measure the mastery of the students after conducting the learning activities. The final element of the lesson plan was absent.

## Conclusion

Lesson Plans should possess three essential elements, namely, the learning objectives, learning activities, and learning assessments which must be properly aligned. However, this study found out that more than half of the EFL lesson plan elements analyzed are not. There are different degrees of alignment: perfectly aligned, imperfectly aligned, perfectly unaligned, and misaligned among the three components of the lesson plans. The unalignment of the three EFL lesson plan elements may result in the disorganization and disintegration of the EFL teaching-learning processes. It might create confusion in designing the EFL lesson plans to apply in the classroom contexts. Consequently, it is considered proper for the in-service EFL teachers to get continuous refreshing tuition in lesson plan design to accommodate every development in the EFL curriculums and policies. This should also be highly considered by the educational institutions as well in preparing the pre-service EFL teachers who have not got any language teaching experience to practice in real classes. The study was about constructed EFL LPs

following the Indonesian 2013 curriculum, it will be challenging to explore the ones adapted to the newest curriculum on top.

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## JUNIOR HIGH SCHOOL STUDENTS CHARACTER IMPROVEMENT IN THE IMPLEMENTATION OF P5 IN INDEPENDENT CURRICULUM

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### Abstract

The Pancasila student profile strengthening project is part of the independent curriculum which is expected to enhance the students' Pancasila profile. This research aims to analyze the students' character improvement after the first term implementation of P5 with the sustainable lifestyle topic through project-based learning. The characteristics that are analyzed include: respecting differences, cooperation, and creativity. This research uses classroom action research methods with quantitative models based on the result of the improvement graphs of the students. The data sources are 25 eighth graders of junior high students. The data is taken from the character survey (pre-test) before the first term of P5 starts, observation sheets which will be filled out by the P5 advisor teachers along with the module, and the post-character survey (peer assessment). The data will be analyzed by using tables and graphs to show the development and improvement of each student during the first term of P5 implementation. Based on the result of the research, some of the students are having improvement in respecting others, cooperation, and creativity. Only a few of the students have less significant character improvement and constant.

**Keywords:** character improvement, Pancasila student profile strengthening project, Pancasila project, P5

### Introduction

The national curriculum of Indonesia has been dynamically changed over time. The dynamic changes were affected by the authority with the political paradigm. The curriculum changes had a significant influence on the quality of education in Indonesia (Alhamuddin, 2014). This year, Indonesia has implemented *Kurikulum Merdeka* in the education system. *Kurikulum Merdeka* was launched in February 2022 as one of the *Merdeka Belajar* programs to improve the quality of teaching and learning. *Kurikulum Merdeka* focuses on creative, critical, communicative, collaborative, and character education (Maharani et al., 2023). This curriculum focuses on the development of the Pancasila student profile character improvement.

The Pancasila student profile strengthening project (*Proyek Penguatan Profil Pelajar Pancasila*) or P5 is implemented cross-disciplinary with Project Based

Learning which focuses on the process rather than the result of the project. By implementing P5, it is expected that the learners improve their character, morals, etiquette, and positive behavior in their daily lives (Maharani et al., 2023). The P5 is decided by the educational institution by referring to the phase and the element of each phase. According to the decision of KEMENDIKBUDRISTEK letter *NOMOR 009/H/KR/2022* about dimension, element, sub-element of Pancasila student profile on *Kurikulum Merdeka*, junior high school students are included in phase D. The government is also provided the education institution with seven topics which are: 1) *Bhineka Tunggal Ika* (Unity in diversity), 2) *Kearifan Lokal* (*Local Wisdom*), 3) *Gaya hidup berkelanjutan* (*Sustainable Lifestyle*), 4) *Bangunlah jiwa dan raganya*, 5) *Suara Demokrasi* (*democracy voice*), 6) *Kewirausahaan* (*Entrepreneurship*), and 7) *Rekayasa dan Teknologi* (*Engineering and Technology*). While the students' characters expected to improve or have are 1) *Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia* (have faith, be pious and have noble character), 2) *Berkebinekaan global* (have global diversity), 3) *Bergotong-royong* (have mutual cooperation), 4) *Mandiri* (be independent), 5) *Kreatif* (be creative), 6) *Bernalar kritis* (think critically). (Kemendikbud, 2021, 2022)

The students of grade 8 were divided into groups of 4-5 students and required to organize their team to achieve character development and improvement. The project was making eco-print batik using pounding techniques. In this project, the students were introduced to the sustainable living theme with three dimensions of phase D: *beriman, bertakwa kepada Tuhan yang Maha Esa, dan berakhlak mulia; bergotong-royong; and kreatif*. This curriculum is very new for Indonesian educators, hence, the writer views this as an opportunity to contribute evaluation for the newest curriculum applied. In this research, the author would like to find and analyze the improvements of those three characters in the implementation of P5. By doing this research, it is expected that the paper can give a detailed explanation regarding the improvement of the students' characters in the first term of P5. This might help the teachers as well to evaluate the implementation of P5 in their education institutions.

## Method

This research uses classroom action research methods with quantitative models based on the result of the improvement graphs of the students. Classroom Action Research is chosen as a method of finding out whether the implementation of P5 has significant changes to the students' characters.

The data is gathered from one class of eighth-grade students which consists of 25 students who join the P5. The project was held for about 1 week for 20 lesson hours. The data was then gathered and analyzed in the form of a development graphic for each student in one class. The data was gathered by using the character survey (pre-test), teacher's observations rubrics, and post-character survey (peer assessments). In this project, the students were introduced to sustainable living theme with three dimensions of phase D: *beriman, bertakwa kepada Tuhan yang Maha Esa, dan berakhlak mulia* (morals toward men: respecting difference); *bergotong-royong* (cooperation); and *kreatif* (creative).

## Findings and Discussion

### *Morals towards men: Respecting the difference*

For the first character, the dimension focuses on respecting differences. This dimension is taken from the first dimension “*beriman, bertakwa kepada Tuhan yang Maha Esa, dan berakhlak mulia*” (morals toward men: respecting difference). Both the teacher and the students were asked to fill out the character survey (pre-test) with band 1-5 as well as the post-character survey (peer assessment) for the students and the character survey (post-test) for the teacher with band 1-5. In the first element, they are asked about prioritizing others’ opinions and respecting others. Here is the result of the survey for the first element:

Table 1. Survey result on moral aspect

Dimension	Teacher Character survey (pre-test) 1-5	Character survey (post-test) 1-5	Result	Character survey (pre-test)	Students Character survey (post-test) 1-5	Result
morals toward men: respecting difference	3.99	4.35	increase 0.36	3.22	4.05	increase 0.83

Table 1 shows the elements implemented in the project have successfully improved. The first element of the characters is improving during the project implementation. Based on the teacher’s observation it is increasing 0.36, while for the students it is increasing 0.83. It can be concluded that in terms of prioritizing others’ opinions and respecting differences, the students have had the characters before the project. After the project implementation, the characters are improved.

### *Cooperation*

The second character element is cooperation. In cooperation, the students are asked about their collaboration, helping each other, and communication to reach one voice. Below is the result of the second character element:

Table 2. Survey result on cooperation aspect

Dimension	Teacher Character survey (pre-test) 1-5	Character survey (post-test) 1-5	Result	Character survey (pre-test)	Students Character survey (post-test) 1-5	Result
Cooperation	4.05	4.09	increase 0.04	3.16	3.96	increase 0.80

Table 2 shows that the second element is improving during the project implementation. Based on the teacher’s observation it is increasing by 0.04, while for the students, it is increasing by 0.80. It has the same result as the first element, that the students are improving their cooperation through the implementation of the project.



### Creativity

The last element is creativity which requires the students to have flexibility in thinking and finding solutions for problems.

Table 3. Survey result on the creativity aspect

Dimension	Character survey (pre-test)	Teacher Character survey (post-test)	Result	Character survey (pre-test)	Students Character survey (post-test)	Result
	1-5	1-5		1-5	1-5	
Creativity	3.93	4.01	increase 0.08	3.08	3.99	increase 0.91

Table 3 shows improvements in the creativity characters. The third element of the characters is improving during the project implementation. Based on the teacher's observation it is increasing by 0.08, while for the students it is increasing by 0.91.

### Conclusion

Although the elements implemented are not improving significantly, all elements are improving. Seeing that the students' characters have occurred before the project well, by implementing the project, the students are assisted to increase the elements. It is in line with the government's purpose in implementing the project which aims to focus on the process and improving the students' characters better. Throughout the project, the students have the experience of prioritizing others' opinions and respecting others who have different opinions, collaborating, helping each other, communicating with each other to reach one voice, having flexibility in thinking, and finding solutions for problems. It is expected that P5 implementation will also improve the other elements of the students' characters. It is also expected that the other schools can apply the P5 appropriately to improve the students' character through the elements prepared.

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## THE IMPLEMENTATION OF THINK-PAIR-SHARE AS COOPERATIVE LEARNING INSTRUCTIONAL STRATEGY IN FUNCTIONAL GRAMMAR CLASS

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### Abstract

English as a Foreign Language is needed for higher education student teachers. As future teachers, they need the ability to communicate with their students. Communication needs to transfer meaning from the speakers to the listeners, that's why the speakers' skill to transfer the meaning needs to be taught and practiced. In Functional Grammar Class, student teachers are taught how to transfer meaning so they can create good communication. Based on the observation, they are still confused in grasping the materials, even applying them to convey their meaning as a teacher. For that reason, the implementation of Think-Pair-Share (TPS) as a Cooperative Learning Instructional strategy can be an effective way to encourage students to think critically and share their ideas with others. Photovoice is used to capture the implementation of TPS. Summative tests, questionnaires, and interview results are added as the data triangulation. This study enlightens student teachers.

**Keywords:** cooperative learning, functional grammar, think-pair-share strategy

### Introduction

Language is seen as the source of meaning in functional grammar. Halliday (2004) in Jones and Quinn (2014) says that functional English grammar emphasizes how grammatical structures help convey different types of meaning in various communication contexts. This differs from the traditional grammar approach, which focuses more on normative grammar rules. These grammars emphasize the text and its context and aim to explain language as it is used. They are interested in structure and how structure creates meaning (Anon, 2013). In terms of language use, functional grammar is a tool for explaining language use in various real-life contexts, understanding the creation of a text, and why it is the way it is. It respects the rights of speakers to decide how they choose to speak and makes speakers explicitly aware of the choices available (Panggabean, 2011). In functional grammar, material discusses clauses and representations, namely Transitivity. The ability of a verb to take a direct object and describe an entire phrase is referred to as Transitivity. It consists of three parts: process, participant, and condition. Verbs

realize processes, including various processes (Marbun, 2016). According to Bartley (2018), part of the experiential metafunction, the transitivity system of language, investigates how language changes our view of the world, concentrating on processes, participants, and conditions such as time, location, manner, and causation.

Transitivity in Functional Grammar is an essential topic in linguistics introduced by Hopper and Thompson (1980). It helps in better understanding and communication in English. However, the fifth-semester English education study program students at Tidar University, with a total of 35 people, needed help understanding and applying this concept, making it challenging to produce grammatically correct and meaningful sentences. During the learning process, it was found that the lecturer used a lecture learning strategy in the Functional English Grammar class, and the result was found to be less effective. McKeachie, Svinicki, and Hofer (2006) stated that the excessive use of a lecture learning strategy can make students bored and less interested in learning due to the lack of variety in that teaching strategy. Ellis (2016) outlines in his book that teaching grammar effectively and engagingly focuses on the use of explicit instruction, examples, and practice activities. Therefore, the researcher tried to find a way out by applying other teaching strategies in the Functional English Grammar class in the context of Transitivity learning. Finally, the researcher found an interactive teaching strategy such as the Think-Pair-Share (TPS) strategy because Hake (1998) mentioned that using an interactive teaching strategy can improve students' understanding of learning materials compared to traditional methods such as lecture teaching strategies. TPS tries to make students think critically and communicate ideas with others, which is useful for improving knowledge and application of Functional English Grammar, according to Kagan (1994). In addition, this research also provides insight to students to improve their understanding and application of Functional English Grammar. Therefore, the researcher chose the TPS teaching strategy for this study.

Lyman (1998) developed the TPS learning model from the University of Maryland. This model is a simple form of cooperative learning where students implement it together. The advantages of this technique are related to optimizing student participation (McTighe & Lyman, 1998). TPS is a simple technique but has many benefits. Based on research by Kurjum, Muhid, and Thohir (2020), this technique can develop students' ability to think critically and socialize with each other. It increases students' self-confidence because they are given equal opportunities to participate in class. TPS is a learning method that consists of three stages: thinking, pairing, and sharing. In this model, the role focuses on something other than the teacher (teacher-oriented), as students must discover and understand new concepts (student-oriented). Brinton et al. (2003) highlighted that using TPS as one of the cooperative learning strategies in the context of second or foreign language (L2/FL) learning is rarely used. This strategy has been widely used in first language (L1) teaching. In their study of Taiwanese adult EFL students, Shih & Reynolds then tried to apply this technique in, as they call it, "traditional English as a Foreign Language (EFL)" (p. 221). The results showed that integrating reading and think-pair-share strategies can increase students' motivation more effectively. There is collaboration in instructor-directed learning activities during the implementation process, as well as a desire to achieve common goals. Learning

objectives are future conditions intended to demonstrate competence or mastery in the subject matter being learned (Johnson & Johnson, 1989), in applying the TPS strategy in learning, the researcher used the reference of previous articles with similar topics as a guide in applying TPS in learning.

There has been some recent previous research regarding TPS. For instance, research conducted by Al-Khaidi et al. (2022) in his research entitled "Think, Pair, and Share while Using Plotagon: A Digital App for Replacing the Classroom Boredom and Demotivation with Engagement and Motivation" focuses on the use of Plotagon technology to implement TPS. The difference between the article and this research is in technology and data collection methods. Previous researchers used a quantitative approach, while this study used qualitative data. The following research was conducted by Kurjum, Muhid, and Thohir (2020) in his research entitled "Think-Pair-Share Model As Solution to Develop Students' Critical Thinking in Islamic Studies: Is it Effective?" using a quasi-experimental method where they conducted the study to determine students' critical thinking between TPS (Experimental) and conventional (Control) classes. The previous research was conducted by Dwigustini and Widiya (2020) in their research entitled "Think Pair Share Technique to Promote Students' Reading Comprehension." the research focused on reading skills; the difference from this research is in skill and subject. Previous researchers used seventh-grade students at Aqidah Islamic Junior High School Cikarang. Therefore, previous research has yet to investigate more deeply how TPS is implemented in EFL. The EFL higher education environment mainly focuses on functional grammar classes. To fill this gap, this study will research the use of TPS in the EFL classroom. This study will comprehensively understand how TPS can be implemented in EFL higher education environments, exceptionally functional grammar classes.

## **Method**

In this study, the researchers used a qualitative research approach. Therefore, qualitative data was used to collect data and gain a deeper understanding of the usefulness of the Think-Pair-Share technique. Kagan (1992) underlined that think-pair-share is a collaborative learning technique that stimulates creative thinking and encourages knowledge sharing. The technique involves pairs of participants and encourages them to independently think about a question, share their ideas, and then share their combined ideas with the group as a whole. This approach allows for new ideas, exploring multiple perspectives, and stimulating critical thinking.

In this qualitative research, we used the primary data collection method of using photo voice to record the implementation of polling stations. Wang and Burris (1997) used it to encourage engagement and participation among research participants. Then, to support the primary data, we used three other data collection methods, such as data triangulation, to support the primary data and prove its success.

The first is the summative test; Black and Wiliam (1998) explain that it measures students' knowledge and understanding of a subject or course at the end of a unit or semester. Therefore, the researcher used the final grade to determine the result of the TPS implementation in the classroom. After the grades were obtained, data was collected through questionnaires. Fowler (2009) describes its function as collecting information such as subjects' opinions, attitudes, beliefs, experiences,

and behavior. The researcher used it to collect feedback from the participants regarding the effectiveness of specific teaching techniques, such as the Think-Pair-Share technique in teaching Transitivity in the classroom. However, this study adapted the questionnaire from Aeni's (2020). After all, interviews will be conducted with subjects who have carried out some of the previous data collection methods. The researcher did this because, based on Hennink et al. (2020), the benefit of interviews is that they provide a rich data source that can help researchers gain a deeper understanding of participants' experiences and perspectives. The analysis consisted of three questions with three subjects and was conducted online using the WhatsApp application.

### **Findings and Discussion**

This study aims to determine the use of TPS in teaching Functional Grammar to 3rd-semester students majoring in English Education at Tidar University. The researcher obtained the data through photo voice, questionnaire, summative test, and interview. The results showed that it can increase students' learning participation and help them think critically and share ideas with their peers.

#### ***Photovoice***

The researcher used photovoice as primary data to show the researcher's activities when obtaining data by implementing Think-Pair-Share. Photovoice can allow students to record and reflect on transitivity material with their group. Students share critical dialogue and knowledge about transitivity material through small group discussions (Budig et al., 2018). Photovoice can be used to gather new insights and perspectives and increase knowledge. In this section, the researcher obtained data by asking questions provided on the whiteboard after dividing one class into small groups. The groups were instructed to work in pairs by discussing among group members. Once they found the answers, they presented or shared them with the class.

#### ***Questionnaire***

In this questionnaire, the researcher adapted from Aeni's (2020) previous research, where the researcher asked the research subjects to fill out a questionnaire regarding the learning process by using TPS to improve Transitivity learning in Functional English Grammar class.

The results of the questionnaire collected from 35 students are shown in the table below:

Response scale:

1 = strongly agree

2 = agree

3 = disagree

4 = strongly disagree

Tabel 1. Questioners

Statement	1	2	3	4
The learning that has been implemented made me have a high willingness to follow the lesson.	5.7%	88.6%	5.7%	0%

Statement	1	2	3	4
The learning that has been implemented can eliminate the concept of mistake in myself	14.3%	83.3%	2.8%	0%
The learning that has been implemented gives meaning and makes it easier to understand the material.	5.6%	86.1%	8.3%	0%
The learning makes me easy to understand the material being taught.	0%	94.4%	5.6%	0%
The learning is interesting, fun, and not boring.	16.7%	55.6%	22.2%	5.6%
I feel the time spent in understanding the concept is getting shorter.	0%	69.4%	25%	5.6%
I feel motivated to get good achievement	16.7	75%	8.3%	16.7%
The learning can improve my individual critical thinking.	22.2%	72.2%	5.6%	0%
I feel more valued in expressing opinions when learning	8.3%	80.6%	11.1%	0%
I feel braver in delivering my opinion in learning process.	8.3%	63.9%	27.8%	0%

The questionnaire used in this study showed that the use of TPS in classroom learning had a positive impact on the subjects' willingness to follow the lesson. The highest percentage of agreement was recorded on the statement, "The lesson that has been implemented makes me have a high willingness to follow the lesson," which was agreed by 97.2% of the subjects. This indicates that the implemented learning effectively motivated the subjects to actively participate in the lesson. Chapman (2018) noted that questionnaires can be a valuable tool for collecting data on a variety of topics, including the effectiveness of teaching techniques in increasing student engagement. Creswell (2018) and Kvale and Brinkmann (2009) discuss the importance of analyzing data collected through questionnaires to draw meaningful conclusions about the effectiveness of teaching techniques. The high percentage of agreement recorded by the subjects in the aforementioned statements indicates that the applied lesson effectively motivated students to actively participate in the lesson. The use of TPS influenced the effectiveness of teaching Transitivity in the grammar class by increasing students' engagement and participation in the class.

### ***Summative test***

In this study, researchers used summative tests as secondary data. According to Ismail et al. (2022), summative tests are evaluations of student learning at the end of a course or instructional unit, known as a summative assessment. These assessments are usually formal and graded, intended to measure students' learning. Formative assessment, which emphasizes providing feedback to improve learning, differs from summative evaluation. Summative test results can be used to measure students' understanding of transitivity material. This is proven by comparing the test results on the applied transitivity material with the test results of other subjects that have not implemented this Think-Pair-Share strategy. These assessments are usually formal and graded, intended to measure student learning. Formative assessment, which emphasizes providing feedback to improve learning, differs from summative evaluation.

Summative test results can be used to measure students' understanding of transitivity material. The way is by proving the comparison of test results on the application of transitivity material to the Functional English Grammar class with the test results of other subjects that have not implemented the use of TPS strategies in their teaching. In this study, the researcher found the test results of the third class of PBI fifth semester at Tidar University. The total test scores of 36 students were 2763, with an average score of 74.2. After collecting the summative test data obtained from the third class of fifth-semester PBI students at Tidar University, it can be concluded that the average test score of students taught by using Transitivity material in the Functional Grammar course is higher than the expected average score of 70. This shows that this teaching strategy effectively improves students' understanding of transitivity material. However, to draw more conclusive results about the effectiveness of the teaching strategy, it is necessary to compare the results of this summative test with other data collection methods, i.e., data triangulation. This will help to determine whether the higher test scores are due to the teaching strategy or other factors, such as individual differences among students or external factors. In addition to using summative assessment tests to measure student learning outcomes, it is also essential to consider other factors affecting student test scores.

### ***Interview***

After all that, interviews will be conducted with subjects who have conducted several previous data collection methods. The researcher did this because, according to Hennink et al. (2020), the benefit of interviews is that they provide a rich data source that can help researchers gain a deeper understanding of participants' experiences and perspectives. The researcher conducted interviews via Whatsapp group chat with three fifth-semester English language education students from one of the prestigious educational universities in Indonesia. Before conducting the interviews, the researcher summarised the questionnaire results to create questions to better understand the participants' perspectives and experiences in using the TPS strategy in a Functional English grammar class. We attach the questions and answers below.

Table 2. Interview result

No.	Question	Answer
1.	Has the use of TPS on transitivity in FEG been effective? Give your reasons!	Yes, the application of TPS in transitivity material at FEG has been effective because the TPS gives students time to learn alone with their friends. This is great because it can encourage collaboration between students through sharing thoughts and views from others. This not only improves the understanding of transitivity concepts, but also strengthens student engagement through discussion and exchange of ideas, creating a collaborative and immersive learning environment.

- |   |   |
|---|---|
| <p>2. Previously, you attended a Functional Grammar class on transitivity, where we used the Think-pair-share strategy. Do you think Think-pair-share strategy is a better strategy than Lecturing teaching strategy or other strategies?</p> | <p>Yes, I think the use of the think-pair-share strategy makes it easier for me to understand the material explained. Because I can exchange opinions with my friends and avoid miss-information when I am not concentrating.</p> |
| <p>3. Do you think TPS strategy is the best strategy that can be used in learning transitivity material? Give your reasons</p>  | <p>In my opinion, it is a good strategy to be employed within the learning process of transitivity because it allows students to be more active and learn together with other students.</p>                                       |
- 

## Conclusion

On the whole, this study has generated knowledge on how the think-pair-share strategy implemented by the researcher in a functional English grammar class on transitivity course impacted the understanding and mastery of the material of English 3 students of Tidar University. The findings showed that the strategy positively impacted various aspects, including discussion skills, motivation levels, overall learning experience, and engagement in class.

The participants responded positively to this strategy and considered it an effective way to improve their understanding. They felt that discussing and sharing arguments with others positively impacted their difficulties in understanding the material. In addition, they also reported that having time to discuss was very effective for them, indicating that a comfortable discussion environment contributed to reducing misinformation.

This study may pave the way for future research in different materials and courses. Future scholars could explore the effectiveness of using the think-pair-share strategy in courses other than the four basics of English language teaching: listening, speaking, reading, and writing. Studying the comparative application of this strategy in different courses is expected to increase students' level of understanding so that students can be more motivated to continue learning in the intended course. Exploring lecturers' perceptions and experiences in discussions and sharing opinions can provide a comprehensive understanding of the dynamics between students in a campus learning environment.

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## A CLOSER LOOK ON ENGLISH TEACHERS' CHALLENGES AND EXPERIENCES ON IMPLEMENTING EMANCIPATED CURRICULUM IN BOJONEGORO

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### Abstract

This study is intended to deeply explore and describe how English teachers implement emancipated curriculum in English teaching and learning and what challenges and strategies are applied in implementing emancipated curriculum, particularly in Bojonegoro regency. This study employs qualitative research. 6 active English teachers took part as research participants in this research. They participated in filling out questionnaires and then followed by interviews to get sufficient data. The data were analyzed qualitatively based on some indicators such as learning objectives, media used, strategies, and challenges. The study reveals that English teachers have been implementing an emancipated curriculum. They have been applying some strategies such as project-based learning and differentiated-based learning. Unfortunately, those were not the maximum yet. They found most of the students were not ready yet to accept and implement an emancipated curriculum. In conclusion, English teachers still have some challenges and obstacles in implementing an emancipated curriculum.

**Keywords:** challenges, emancipated curriculum, English teachers, English teaching and learning

### Introduction

Curriculum essentially has been one of the important components of the education system. It takes time to design and develop into systematic and comprehensive curriculum to be implemented in the education system. A curriculum can relate to all the courses offered at a particular school, or all the courses in a given field of study offered at a school (Nolet & McLaughlin, 2014). Minister of Education and Culture (2013) adds that curriculum can be defined as educational devices and tools that aim to acquire competence of attitudes, knowledge, and skills till the students can be productive, skillful, creative, and innovative (Reskiawan & Idris, 2021). It literally can be understood that curriculum deals with systematic instruments and plans that have been designed and modified

based on some considerations such as needs, situations, and goals. Those considerations aim to improve students' skills, competencies, and attitudes. Consequently, the students can be creative, innovative, and productive.

Due to its importance and goals, curriculum development is required to have a high-quality curriculum, learning outcome, and learning output. Curriculum development refers to an initiative step or reform taken by the government in the education field to seek solutions to several cases or issues in education (Tricahyati & Zaim, 2023). In Indonesia, education undergoes regular renovation and optimization to ensure it remains relevant in comparison to education systems in other countries (Triayomi et al., 2022). Ikbogwe et al (2014) adds that due to the outdated or irrelevant content of the current curriculum in addressing broad issues, curriculum development occurs as a result of curriculum review or reform (Tricahyati & Zaim, 2023). Consequently, the government needs to review, redesign, and develop curriculum due to some considerations. Those considerations can be irrelevance with current knowledge and technology advances, competencies needed, and others.

In Indonesia, curriculum development is managed and supervised by the government. Minister of Education and Art and his team have the authority to design and determine the curriculum implemented in the education system. Periodically, the minister of education and art has implemented changes to the curriculum as a way to enhance the quality of education throughout the country. These changes are essentially important to enhance its relevance regarding technological advances and the modern era. Ellen et al. (2023) reveal that curriculum changes are guided by ongoing analysis, predictions, and feedback from both internal and external sources. However, simply revising the curriculum is not enough. To truly enhance the state of education, Indonesia must also adopt transformative learning, an approach that gives precedence to critical thinking and student-centered learning. Transformative learning stimulates students to interact with and comprehend the world, yielding more profound and substantial learning experiences (Ellen et al., 2023). In other words, some changes are needed to enhance and transform comprehensive curriculum implementation in the education system. Consequently, the curriculum in Indonesia has changed due to some regulations and analysis.

In 2013, the Ministry of Education and Culture announced and launched curriculum 2013. It was implemented in any level of education. Hopefully, It was expected to offer solutions regarding numerous issues and problems in the national education system (Reskiawan & Idris, 2021). Based on some evaluation and analysis, the government evaluated several aspects such as the evaluation and implementation of the 2013 Education Standards, Curriculum, and Assessment Authority's documents. The analysis reveals that the 2013 Curriculum competencies were too broad, difficult to understand, and difficult for teachers to implement. In addition, curriculum 2013 had a lack of flexibility in the curriculum structure, the hours of teaching per week were fixed, and the material was too heavy, so there was not enough time for in-depth learning based on the student's development level. Moreover, teachers are occupied with the demanding task of preparing classroom activities, including a highly detailed and complex lesson plan (RPP). Therefore, curriculum development must be recognized as a crucial factor in shaping the nation's future (Tricahyati & Zaim, 2023). In short, curriculum 2013

has some obstacles and weaknesses, particularly in its implementation and its practice in the education system. Consequently, an adaptive and transformative curriculum should be designed based on some findings.

In the middle of 2022, the Ministry of Education and Culture, Nadiem Makarim, launched and announced the transformative curriculum namely the Emancipated curriculum (*Kurikulum Merdeka Belajar*) (Syarochil & Abadi, 2023). Rahayu et al. (2022) explain that an Emancipated curriculum was designed to provide opportunities for students to learn in a peaceful, relaxed, and less stressful and pressure free. The students can develop their natural skills by focusing on the freedom of thought and creative thinking that each student possesses. (Rahayu et al., 2022). Yamin and Sharir (2020) add that an emancipated curriculum (*Kurikulum Merdeka*) can be a flexible solution that can respond to the problem in teaching and learning. The teachers are given the chance and freedom to improve and design learning processes and flexible lesson plans (Yamin & Syahrir, 2020). Aulia (2021) explains that in an emancipated curriculum, teachers just focus on 3 components in designing lesson plans, namely teaching and learning objectives, assessment, and learning process (Aulia, 2021) In other words, the emancipated curriculum offers some flexibility in both for students and teachers in managing and designing teaching and learning process as long as the main goal of learning achieved. Instead of learning outcomes, an emancipated curriculum gains teachers' attention by providing simple and short lesson plans.

During the progress, the emancipated curriculum has been implemented in first class in the schools and the previous students still implement the previous curriculum. Regarding to emancipated curriculum, changes, and several regulations, English language teaching and learning is one of the subjects that had an impact on its implementation. English teachers face new challenges and obstacles in implementing an emancipated curriculum. Obstacles may come from teachers' understanding of the concept of the new curriculum, their preparation, and their readiness to implement new concepts of curriculum in the teaching and learning process. Based on some discussions and interviews, with numerous English teachers in schools that have been implementing emancipated curriculum, they encounter some obstacles such as designing learning materials with students' ability to learn English, their understanding of emancipated curriculum and its implementation in teaching and learning. Then, they got confused about the concept of implementation of an emancipated curriculum and the real condition of students' capability in English. English teachers should accommodate and handle the new concept of curriculum in the teaching and learning process. Automatically, they need to adapt their concept in a short time. Some English teachers were not confident yet due to a lack of experience in implementing an emancipated curriculum. On the other side, English teachers should design lesson plans with two different types of lesson plans because the new curriculum is only implemented in the first class while other classes still implement the curriculum 2013. On the other side, some English teachers can follow the concept of the new curriculum. They got chances to improve their competencies through *Sekolah Penggerak*. They got new insights into implementing teaching and learning with an emancipated curriculum.

Regarding to the explanation above, English teachers also had the same problems in implementing an emancipated curriculum in Bojonegoro Regency. Based on the observation and interviews with several English teachers, most

English teachers faced some obstacles in implementing an emancipated curriculum particularly in formulating learning outcomes and designing appropriate materials. They must implement the new changes and regulations at the first class in each level of education. Indeed, they need to make two types of lesson plans due to the distinctive curriculum implemented in the school.

Some previous research has been done which concerned on implementation of curriculum 2013, the implementation of emancipated curriculum and its problems, and others. Syarochil and Abadi (2023) conducted research that aimed to describe problems and solutions in implementing an emancipated curriculum in language classes. The result reveals teachers found technical problems in implementing an emancipated curriculum due to their lack of preparation for the new curriculum change. The result also found that teachers got stuck with the previous curriculum, lack of preparation especially in textbooks and other learning resources, and had fewer facilities and infrastructure (Syarochil & Abadi, 2023).

Trichayati and Zaim (2023) conducted research that concerned English Teachers' Readiness to implement the '*Merdeka Belajar*' curriculum in teaching English at Junior High School in Padang. The result reveals that English teachers have a level of readiness in level 3. It means that English teachers are ready but they need more improvement. They also have problems and obstacles in formulating learning outcomes and implementing differentiated learning in the process of teaching and learning in the class. In summary, English teachers still have obstacles in implementing an emancipated curriculum as well (Trichayati & Zaim, 2023). Thus, this study is intended to explore English teacher's experience and challenges in implementing an emancipated curriculum in English teaching and learning in some schools in Bojonegoro Regency.

Hence, some researchers have conducted numerous researches on implementing an emancipated curriculum, but only a few research studies are concerned with English teachers' experience and views on implementing the new curriculum. This study is intended to explore English teachers' experience and views on implementing an emancipated curriculum in English teaching and learning in Bojonegoro Regency.

## **Method**

This study applied qualitative research since it aims to explore English teachers' experiences and challenges in implementing an emancipated curriculum in English teaching and learning in Bojonegoro. Miles et, al (2014) argue that qualitative data refers to the source of rich and informed descriptions and explanations of human processes. Through qualitative data, the researchers can gain meaningful and useful information, understand cause-effect, and understand chronological progress. (Wazier et al., 2023). The participants of this research were English teachers who teach English in senior high schools and vocational high schools in several schools in Bojonegoro. They had experience in implementing an emancipated curriculum in their English teaching and learning in their schools. There were 6 English teachers took part in this research as research participants.

To gain and collect the data, the researchers used interview guidelines by providing open-ended questions as a research instrument. the questions were constructed based on several indicators namely the understanding and concept of emancipated curriculum, strategies in implementing emancipated in ELT class, and

the challenges found in implementing emancipated curriculum in ELT class. In analyzing the data, the researchers used transcripts from the interviews and analyzed them to get comprehensive information.

### **Findings and Discussion**

Regarding the research questions in the introduction, this finding uncovers two aspects. The first aspect is how English teachers' experiences and views on implementing an emancipated curriculum in ELT classes. The second aspect is what challenges found by English teachers during the implementation of an emancipated curriculum in ELT classes.

#### ***English teachers' experiences and views on implementing emancipated curriculum in ELT class***

Based on the data collection and data analysis, 6 English teachers participated in this research as research participants. Based on interviews, English teachers have various answers. Dealing with their experiences and views on implementing emancipated curriculum in ELT class can be summarized as follows:

Q1: What is your understanding of the emancipated curriculum?

P1: "The independent curriculum is a curriculum in which the teacher is given the freedom to choose teaching materials according to the needs of students, then um.. this independent curriculum is intra-curricular learning which contains a variety of content so that students have enough time to strengthen the competencies to be learned. then the independent curriculum is also a curriculum whose focus point is on students so the teacher is not the only source but the teacher is only a facilitator previously we told but now students find out that learning can also be carried out anytime, anywhere, and can be from various source

P2: "Yes, for education in Indonesia, yes, to form competent students, with character, that is, through a transformation from not being able to be able or this learning transformation can also make teachers more flexible in making learning action plans to increase innovation, of course. The basic competencies that have been designed in the form of teaching modules can be seen from the elaboration in lesson plans and syllabus

P3: "Actually, the implementation of an independent curriculum is by its goal of making an independent curriculum, which is to give students the freedom to study anywhere and the teacher is also given the freedom to focus on giving the essential lessons that will be taught to their students. the teacher is also free to give those important lessons as broadly as possible. so not much to learn. so, it still refers to the national education system, only this seems to be streamlined, it is taken according to the learning."

Based on the answers, it can be understood that English teachers understand the concept of an emancipated curriculum. They understand the goal and the concept of an emancipated curriculum well.

Q2: dealing with the implementation of the emancipated curriculum in English teaching and learning, how do you implement an emancipated curriculum, particularly in designing lesson plans and the concept of differentiation learning?

P4: In implementing an emancipated curriculum, we try to make lesson plans on the in-house training that we receive by the existing regulations as much as possible, and as much as possible, we adjust it to the needs of students. Dealing with differentiation, we implement it in our teaching and learning

P5: well, that's what we're referring to. We are already on the teacher's platform teaching there are already many. it depends, we don't have to fix it like that, we just adjust it to the needs of students. because in the independent curriculum, we are also free to make lesson plans

P6: Yes, we have already done it. We designed lesson plans based on learning outcomes that have been formulated by the government that available on the *Merdeka Belajar* platform. Then, dealing with differentiation, we implement it in our English class.

Regarding to the explanation above, it can be summarized that English teachers have implemented differentiation learning in English class. They designed lesson plans based on some available learning outcomes and some regulations that are available in the school.

Q3: How do you implement the emancipated curriculum in English teaching and Learning classes?

P1: I apply the independent curriculum according to the IHT (InHome Training) rules that I received through the training to apply to students. so I can find out the characteristics of my student's learning using what learning style, then the learning adapts to student learning styles, starting from kinaesthetic, visual, or audio. so that learning can run according to the goals and expectations that we currently apply.”

P2: “We have been implementing the independent curriculum for one year in the tenth grade. actually, because of the new curriculum, we also need to learn continuously in developing learning objectives and the flow of learning objectives to achieve learning outcomes by the independent curriculum system from the government, coupled with heterogeneous students also requiring different handling.

P3: “English is a unique language as well, so to strengthen this ability in the independent curriculum, um... there are six language skills. that is, listening than speaking, reading, viewing then writing and presenting.”

Based on the explanation above, it simply can be understood that in the emancipated curriculum, English teachers have been implementing teaching and learning in line with the emancipated curriculum concept. Teachers designed learning strategies based on students’ characteristics and learning styles. It means teachers do teaching variations in implementing teaching strategies and using media. They tried to make it in line with students’ characteristics in learning.

Q4: “How do you implement character-based English learning in an emancipated curriculum?”

P4: “To apply character education, we can implement it by applying the Pancasila student profile, where in the Pancasila student profile there is faith and piety to the one and only God. so that before we start learning in class, we always pray together.”



P5: “Yes, there are various kinds of characters, in multi-module text, communicative competence is very important. orally, in writing as well as visually, audio visual. then the intercultural competence respects the perspectives, practices, and culture of Indonesia and foreign cultures and expresses introspection so that each individual is independent and responsible. then one more must-have critical and creative reasoning skills”

P6: “ Ummm.. it's character-based, yes, in the independent curriculum itself there is a Pancasila student profile that at the same time forms student character. So, we already have it in every lesson, especially in English, in each teaching module, it has been inserted about the character of the Pancasila student profile. By discussing students, critical reasoning will emerge.

The data shows that implementing an emancipated curriculum deals with students' character-building. In an emancipated curriculum, English teachers are obligated to design students' character-building through various activities such as the Pancasila student profile (P5).

Q5: “Dealing with preparation and understanding emancipated curriculum, have you ever participated in an emancipated curriculum training or workshop before starting to apply English language learning in class?”

P1: “Before this curriculum was implemented, the teachers attended IHT (House Training) when there was a gap in the time for admitting new students to attend training both from the school and outside the school such as online workshops for making teaching materials and so on. so, as a teacher must always be updated to keep up with the times.”

P2: “Yes, I have, this has been held at the school and participated in from outside the school, such as participating in the MGM

P3: “Yes, if the school is holding it, yes, because the curriculum is new so there is socialization. but the details are not yet ripe so that it only seems a formality so we as teachers have to learn more like through the media learning platform, namely the teacher teaches.”

The data reveals that before implementing an emancipated curriculum, English teachers followed and joined workshops and training in preparing for the implementation of an emancipated curriculum in their schools. They got some insights about the concept of emancipated curriculum, differentiation learning, and designing lesson plans based on emancipated curriculum. In summary, English teachers got their preparation by joining training and workshops in implementing emancipated curriculum but some of them feel confused and they need to learn more through media and other platforms. In other words, workshops and training do not guarantee that English teachers fully understand the concept of an emancipated curriculum.

Q6: “What are the strategies applied in implementing the emancipated Curriculum in ELT class?”

P1: Strategy, yes, there are many ways to apply it, there are learning models, right? We adapt them to our needs. whether it is project-based or by inquiry or by the CPL method depending on the needs of students and the material we are working on

- P2: there should be a text-based approach which is usually called a genre-based approach, where learning is focused on the texts. well, in this case, it can be done verbally, in writing, in audio, or in multi-modules. approach like that.”
- P3: “Indeed my strategy is to continue to try to understand the different situations of students and the independent curriculum itself, there are several phases of the stages. just like in a vocational high school, it's phase F. whereas, in phase F itself, there is someone who directs the course. My strategy is to study a lot and have discussions with other teachers to review one TP before entering class.
- P4: “Inquiry use
- P5: “Using books published from abroad that are very helpful”
- P6: “Looking for creative examples often updates interesting ways of learning, Must understand students in a class (diagnostic test), Differentiate the way of teaching in the classroom, souls class so that students don't feel burdened.”

Based on the data displayed above, it can be analyzed that implementation of an emancipated curriculum is not easy, particularly in English teaching and learning classes. English teachers have their own experience in implementing emancipated curriculum. The data shows that emancipated curricula have been introduced by the government and then it was followed up by conducting workshops and training for teachers to introduce the new concept of curriculum in the education system. It means English teachers got numerous insights about the concept of an emancipated curriculum, how to design teaching and learning in an emancipated curriculum, and how to do students' assessments in an emancipated curriculum.

Dealing with strategies implemented in EFL class, English teachers used various strategies. They applied various strategies such as project-based learning, inquiry learning, and selecting appropriate books and materials for teaching and learning.

In short, English teachers got an understanding of the concept of emancipated curriculum particularly in English teaching and learning. They designed lesson plans based on some regulations in the emancipated curriculum. Even, they learn more about how to implement an emancipated curriculum through the *Merdeka Belajar* platform. They can find various types of learning phases, lesson plans, and some materials. In other words, English teachers have good experience in implementing emancipated curricula, particularly in English teaching and learning. Theoretically, they got training and workshops before implementing an emancipated curriculum in their class. They learn and discuss with colleagues and they explore deeply in *Merdeka Belajar* Platform. Practically, English teachers recognize and design lesson plans based on learning outcomes and regulations in an emancipated curriculum. They need to design an appropriate lesson plan by providing students with character buildings and Profile Pancasila Students (P5).

Regarding the finding above, it can be inferred that English teachers have prepared themselves in line with the regulation of emancipated curriculum. Compared with the previous research, this finding is in line with research done by Sudimantara (2023). This research investigated emancipated curriculum development in middle school. The finding reveals that in designing plans, English teachers focus on critical and creative thinking, and develop their learning materials

to enhance students' cognitive ability. While, in the other side, English teachers have not developed digital media yet. Consequently, the traditional learning approach is still dominant, particularly in the assessment and learning process (Ellen et al., 2023). Thus, it can be inferred that in implementing an emancipated curriculum, English teachers have preparation before implementing it in the classroom.

### ***Challenges faced English teachers in implementing emancipated curriculum in ELT class***

Dealing with challenges faced by English teachers in implementing emancipated curriculum in ELT classes, the researchers interviewed to gain deep information. Based on the interview, some information was found as follows:

Q1: What are the challenges in the implementation of the Independent Curriculum particularly in ELT class?

P1: "There are no obstacles in learning, sometimes there are obstacles but due to other causes, namely being late and often not entering."

P2: "Sometimes I forget that the learning achievement is there but I forget not to give it because of time constraints. Sometimes it is also constrained because in vocational high school, sometimes from the workshop, so if they enter the class during learning it becomes a bit difficult. Maybe the students become bored more often and are not ready to accept learning."

P3: "Challenges or obstacles, yes, usually students are given time to look for material by browsing using their cell phones, so if students don't supervise it, they often abuse it. such as gaming and others. So, we have to go around to monitor that students are using smartphones for learning media."

P4: "Yes, of course, there must be obstacles, for this the obstacle is in preparing the IKM (implementation of the independent curriculum) it must take more time to adapt to different majors in vocational high schools."

Based on the data above, it can be inferred that English teachers encounter some challenges and obstacles in implementing an emancipated curriculum. The challenges commonly come from the time allocated for preparing materials and media. It means in designing materials and media, English teachers need more time to prepare them well. As a result, it takes much time to do it. Compared with the previous curriculum, the emancipated curriculum has a distinction, particularly in the teaching and learning process. In an emancipated curriculum, differentiation learning is taken into account. It means teachers should conduct diagnostic tests at the beginning of the teaching and learning process. it aims to know and analyze students' abilities.

### **Conclusion**

Emancipated curriculum or *Kurikulum Merdeka* is a new curriculum that is improved and revised from the previous curriculum. Based on some regulations, an emancipated curriculum has been implemented in every level of school in Indonesia. Regarding its implementation, English teachers have new experiences in implementing emancipated in English teaching and learning classes. Theoretically, English teachers mostly know and understand the concept of emancipated learning. They got some workshops and training before implementing the new curriculum.

The government provides numerous workshops, orientations, and digital platforms as media to help teachers learn and understand the emancipated curriculum. Practically, English teachers got some practical easiness in designing lesson plans because it is different from the previous ones. In other words, English teachers got some positive experience in implementing an emancipated curriculum. On the other side, they encounter some challenges and obstacles such as time allocated. They need more time to prepare and design teaching material and media for the learning process.

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## A STUDY OF STUDENTS' ANXIETY IN ENGLISH SPEAKING CLASSES AND FACTORS CAUSING IT

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### Abstract

This research was mainly carried out to investigate the students' anxiety levels and internal and external factors leading to speaking anxiety. The third-semester students of English Language Education Study Program students, Faculty of Languages, Arts, and Culture at a university in Yogyakarta who are taking Speaking in Professional Contexts subject are the population of this study. To provide the sample, a convenience sampling technique was employed by the researchers, resulting in 86 respondents. A Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire and a closed-form questionnaire were employed to collect data. A quantitative descriptive method was applied to analyze data. The research findings show that most students (37.2%) felt mildly anxious when speaking in front of the class. Internal and external factors affect students' performance in English-speaking classes. In terms of internal factors, lack of confidence (53.5%) is the most dominant internal factor contributing to students' speaking anxiety. Considering external factors, the most dominant external factor leading to students' speaking anxiety is the grammar factor (46.5%). It is expected that instructors create plans to lower students' anxiety levels and encourage their academic progress in speaking English fluently.

**Keywords:** anxiety, internal dan external factors, speaking anxiety, speaking skill

### Introduction

Individuals' mental states are of great importance in the foreign language learning process since they have a big impact on their skills and accomplishments. Regretfully, students' feelings are typically more depressing than upbeat when it comes to learning a foreign language. Anxiety is one of the psychological conditions that makes learning a foreign language challenging. Anxiety is referred to as an uncontrolled emotion that could result in problems and pressure in learning a language (Şener, 2015). It is generally believed that students who feel anxious will experience apprehension, distraction, and turmoil in a particular circumstance where language is being undertaken. Every individual encounters anxiety in daily life, almost anywhere, and in all conditions (Palupi, 2021). Anxiety also occurs in English-speaking classes.

Since speaking is one of the language skills, it is often taken for granted. Unfortunately, classrooms are filled with students who are struggling to communicate their opinions and feelings orally. Students claim that speaking in English causes them a great deal of nervousness and that speaking assessments make them feel more restless than other tests. Mohamed and Wahid (in Melouah, 2013) state that speaking anxiety among EFL students has frequently hampered students' ability to adjust to their classroom atmosphere and meet their academic objectives. EFL students who struggle with speaking anxiety will feel insecure when they are driven to perform tasks in English. Instead of seeing speaking in front of the class as an opportunity to practice speaking more effectively, they would prefer to remain silent and perceive it as a danger.

Several comprehensive investigations have been conducted to examine university students' anxiety during English-speaking classroom activities. Tercan and Dikilitaş (2015) present their research findings as follows: 1) The degree of "error correction" anxiety associated with speaking a foreign language varies greatly depending on ability. Regarding speaking fear in a foreign language, there is a notable distinction between A1 and A2 competency levels. It is said that compared to A1 level students, A2 level students are less apprehensive while asking their teachers to correct their errors; 2) When it comes to readiness, female students feel more worried than male students if they do not prepare for the classes in advance; 3) Regarding exam anxiety, public speaking anxiety, and question-answer anxiety, female students experienced higher levels of anxiety than male students during question-answer sessions, tests, and public speaking; 4) Concerning assessing anxiety, there is an obvious distinction among the participants who began their English language education in elementary school, secondary school, and university. Findings revealed that students who initiated their English language learning in secondary school experienced greater levels of apprehension compared to those who began their studies at a university. However, in terms of other anxiety kinds including speaking, readiness, question-answering, conversation, public speaking, and error correction, the participants' degree of speaking anxiety was not significantly affected when they began learning the English language.

Comparably, Tien (2018), who gathered 658 students from eight southern Taiwanese colleges as participants, discovered that: 1) learners are highly concerned about their capability to communicate, their lack of vocabulary, how well they pronounce words, and the precision of their grammar usage; 2) More speaking anxiety is experienced by female students than by male students when it pertains to the gender-related issue; 3) Speaking phobia tends to happen to those who do not major in English; 4) Students who have studied English for a longer period are less anxious about speaking the language in class. Also, Damayanti and Listyani (2020), who recruited 52 second-year English Language Education Program (ELEP) students at a private university in Central Java, Indonesia as the participants of the study, revealed that: 1) The students' nervousness in English-speaking classes was mostly stimulated by three primary factors: communication apprehension, exam anxiety, and fear of an unsatisfactory evaluation; 2) Additionally, the students' restricted vocabulary, undervaluing of their abilities, lack of preparation, fear of making mistakes, and fear of embarrassing themselves in front of their classmates were found to be significant contributors to their speaking anxiety.

There are several causes why many EFL students undergo language anxiety. Individual differences in physical and psychological states as well as the demands of particular situations determine the degree of anxiety. Taking into account this, the researchers focused on the following two primary issues: the speaking anxiety levels of the third semester English Language Education Study Program (henceforth, ELESP) students at one of the universities in Yogyakarta in the Academic Year 2023/2024, and the different factors that contributed to the students' speaking anxiety. The researchers employed Oetting's scale of foreign language classroom anxiety (in Suparlan, 2021) to gauge the degree of students' speaking nervousness. Furthermore, they researched factors that led to the speaking anxiety that students encountered during speaking activities in the classroom by using classifications of external factors (language, grammar, pronunciation, and peer factors) and internal factors (stage fear, lack of confidence, and shyness) proposed by Rajitha and Amelu (2020).

## **Literature Review**

### ***Speaking***

Speaking is regarded as the most vital phase in mastering any language. Moreover, a learner's speaking proficiency indicates how well he is initially picking up a language (Tambunan, Lumban Raja, & Sari, 2018). Teaching speaking competence in the English language is a challenging endeavor. English language instruction is provided in Indonesia as a foreign language. Its use is restricted to the classroom and does not extend beyond it. As a result, speaking proficiency becomes challenging for learners to absorb. Students report that they feel quite anxious when speaking in English and that speaking assessments bring about more anxiety than other subjects. Students admit that speaking in front of the class and doing immediate activities or exercises cause a great deal of nervousness (Young, 1991). It is in line with Occhipinti (in Damayanti & Listyani, 2020) saying that for the students examined in this study, speaking assignments in class can be somewhat stressful. This concern could be caused by a variety of factors, such as the instructor's strict correction techniques, fear of making mistakes that could damage the students' self-esteem, or anxiety about being "over-exposed" in front of others (communicative apprehension).

Several factors determine students' English communication skills, even with the advancement of English teaching through various innovative and creative practices in schools and colleges, and even though appropriate settings such as language labs, classroom speaking discussions, conferences, demonstrations, and training sessions are organized. These elements might be classified as psychological or physiological, and they have an impact on learners' speaking ability. Therefore, it is imperative to take decisive action to overcome speaking anxiety concerns because they impede both academic and professional advancement.

### ***Anxiety***

It is fundamental to perceive anxiety as an intricate feeling that merges feelings, emotional states, and personality characteristics (Scovel, 1978). Generally speaking, anxiety is a mental condition that is concerned with the possibility of an impending threat, tension, and specific physiological traits (Wooten in Pramusita, Situmorang, & Nugroho, 2022). Trait and state anxiety are the two main categories

of anxiety differences found in research studies. A fairly stable personality trait is the condition associated with trait anxiety. These learners experience anxiety in a range of contexts. State anxiety is the term for a transient state characterized by specific bodily symptoms that are felt at a certain period. Situation-specific anxiety is reflective of and recurrent in particular contexts. It is called situation-specific anxiety when it comes to language anxiety. Talking about situation-specific anxiety, MacIntyre and Gardner (1991) say that it can be understood as a form of trait anxiety that is exclusive to a particular setting.

### ***Foreign language anxiety***

When referring to foreign language learning processes, anxiety is defined as apprehension and restlessness that might affect a person's performance, particularly their oral language production quality and fluency (Horwitz, Horwitz, & Cope, 1986). Despite their typically excellent abilities and knowledge, students' poor self-confidence sometimes contributes to their nervousness when learning a foreign language, causing them to remain silent or reluctant to participate in class. Fear is often thought to be the cause of speech anxiety. Communication anxiety, which has traditionally been linked to language impairments, can be a major cause of worry. After seeing this, students could become terrified of mispronouncing words or distorting the sense of what they are saying (Szyszka in Pramusita, Situmorang, & Nugroho, 2022). Exam-related factors, such as length, methods, setting, and instruction clarity, might also be triggers. Perfectionist students often experience discomfort from test anxiety, which also includes the fear of failing a foreign language course or receiving unsatisfactory marks. The ultimate trigger is an unpleasant examination, which makes students fearful of hearing unfavorable feedback from teachers or fellow students if they use a newly acquired foreign language (Toyama & Yamazaki, 2018).

Sanei (2016) states that anxiety mainly exists in three types: minor, moderate, and major. At minor levels, people may have trouble concentrating, tremble physically, and abruptly elevate their voices when exposed to low amounts. Regardless of its efficacy, learning and problem-solving are still feasible at moderate levels. Palpitations, an accelerated heartbeat, chills, and moderate physical symptoms are among the physiological reactions that take place at this stage. At major levels, learners would struggle to successfully follow the process of learning. They could encounter severe dread, overbreathing, and somatic symptoms.

### ***Internal and external factors causing speaking anxiety***

Speaking anxiety-causing variables can be divided into psychological and physiological aspects. In their research findings, Rajitha and Amelu (2020) elaborated on two types of elements contributing to speaking anxiety: external and internal factors. Language, grammar, pronunciation, and peer pressure are examples of external influences, whereas stage fear, lack of confidence, and shyness are examples of internal ones.

#### ***Internal Factors***

The research results of Rajitha and Amelu (2020) have found three internal components. They are explained in further detail below:



### *1. Stage Fear*

In reality, stage fright is the most frequent source of anxiety in public speaking situations. Performance anxiety or worry is the primary cause of stage fright or fear. An individual experiences it when they are required to speak or perform in front of a class or group of people.

### *2. Lack of Confidence*

To be able to communicate in a foreign language without nervousness or fear, one needs confidence. Rajitha and Amelu (2020) state that anxiety arises when a student feels pressured to create an impression on the audience yet lacks confidence in their strengths. Low performance is the consequence of a lack of confidence.

### *3. Shame Factor*

Another significant problem that hurts learners whenever they are obligated to use the target language is shame. They occasionally experience shyness when speaking in front of the class or the public or when interacting with others.

### *External Factors*

There are three external factors identified in the research findings of Rajitha and Amelu (2020). They are elaborated as follows:

#### *1. Language Aspect*

Language aspect is one of the crucial contributors to speaking anxiety. Sometimes, students are not capable of expressing their thoughts in the English language properly. Having insufficient English vocabulary also inhibits them from speaking in the English language confidently.

#### *2. Grammar Aspect*

Grammar has been identified by the students as one of the key external variables that contribute to speaking fear. It was discovered that a few students expressed fear of making grammatical errors. They felt concerned about the accuracy of their sentence construction. It appears that Rajitha and Amelu's research findings (2020) show that grammar is the foremost external aspect that generates students' speaking anxiety.

#### *3. Pronunciation*

Pronouncing the target language precisely is imperative. A few students confessed that they were petrified of pronouncing the target language incorrectly.

#### *4. Peer Factor*

Students would always feel anxious about their peers' or classmates' opinions or judgments, especially when they had to speak in front of the class.

### ***The FLCAS, or foreign language classroom anxiety scale***

The Foreign Language Classroom Anxiety Scale (henceforth, FLCAS) was created in the middle of the 1980s by Horwitz, Horwitz, and Cope (1986). Since then, it has been a vital aid to examine individual variations that may affect the results of second and foreign language learning (Lee & Ye, 2023). According to

theory, the creation of the FLCAS signaled the start of a field-specific comprehension and conceptualization of anxiety as something that originates from and is positioned within a language learning environment (MacIntyre, 2017; Teimouri, Goetze, & Plonsky, 2019). In practical terms, numerous investigations have demonstrated the negative link that Foreign Language Anxiety (FLA) has with other affective factors, like readiness to speak (Liu & Jackson, 2008), self-assessed language competence (Kitano, 2002; Sila, 2010), resolving self-efficacy (Fallah, 2017), particular language abilities, such those needed for spoken classroom tasks (Phillips in Lee & Ye, 2023), and activities involving listening (Kim in Lee & Ye, 2023).

### **Method**

In this study, a quantitative descriptive method was used, and the findings were presented both numerically and descriptively. Quantitative research, according to Apuke (2017), focuses on measuring and analyzing variables to provide findings. It entails applying particular statistical techniques to the use and analysis of numerical data to provide answers. The descriptive method was used to develop and analyze the findings in great depth.

### ***Population and sample***

The population of this study consists of 341 third-semester students enrolled in the Speaking in Professional Contexts subject at the ELESP, Faculty of Languages, Arts, and Cultures at a university in Yogyakarta in the Academic Year 2023/2024. The convenience sampling technique was utilized to determine 86 respondents for the sample, taking into account the respondents' availability and readiness (Solimun & Fernandes, 2018).

### ***Instruments of collecting data***

Horwitz, Horwitz, and Cope's (1986) FLCAS was utilized to collect the data for this study. There are thirty-three statements provided in the questionnaire; eleven of them deal with communication anxiety, fifteen with test anxiety, and seven with negative assessment. A five-point grading system that ranges from highly disagree to highly agree, was incorporated with each statement. To discover the causes (internal and external factors) triggering students to experience discomfort or apprehension when speaking English in speaking classes, the researchers distributed a closed-form questionnaire which was adopted from Rajitha and Amelu's (2020) research findings.

### ***Data analysis***

The researchers utilized the following FLCA Scale (Oetting in Suparlan, 2021) to gauge the students' speaking anxiety, as indicated in the following table:

Table 1. FLCA Scale (Oetting in Suparlan, 2021)	
Range	Category
33-63	Very relaxed
65-85	Relaxed

Range	Category
86-106	Mildly apprehensive
107-123	Apprehensive
124-165	Very apprehensive

The more speaking apprehension students experience, the more they exhibit symptoms in oral performance. Thus, there is a direct relationship between the score and the anxiety levels of the students.

### Findings and Discussion

The study's findings are comprehensively discussed, highlighting the degree of anxiety perceived by students when they are speaking English in class as well as the internal and external variables that contribute to this fear. The discoveries on students' anxiety levels when taking part in spoken performance in Speaking in Professional Contexts classes are expounded as follows:

Table 2. The levels of participants' anxiety

Range	Level	Frequency	Percentage
33 – 63	Very relaxed	9	10.5
65 – 85	Relaxed	19	22.1
86-106	Mildly anxious	32	37.2
107 – 123	Anxious	14	16.3
124 – 165	Very anxious	12	13.9
<b>TOTAL</b>		<b>86</b>	<b>100</b>

Table 2 above shows that from 86 students who performed in English-speaking classes, 12 students felt very anxious (13.9%), 14 students (16.3%) felt anxious, 32 students felt mildly anxious, 19 students felt relaxed, and nine students felt very relaxed.

The following are the findings of internal and external factors leading to students' speaking anxiety.

Table 3. The frequency and percentage of internal factors affecting students' speaking anxiety

Internal Factors	Frequency	Percentage
Lack of Confidence	46	53.5
Stage Fear	24	27.9
Shyness Factor	16	18.6
<b>TOTAL</b>	<b>86</b>	<b>100</b>

Table 3 presents that lack of confidence is the primary internal trigger leading to participants' speaking nervousness (53.5%). Stage fear ranks second (27.9%), while shyness factor comes in last (18.8%).

Table 4. The frequency and percentage of external factors influencing students' speaking anxiety

External Factors	Frequency	Percentage
Grammar Factor	40	46.5
Pronunciation Factor	25	29.1
Language Factor	16	18.6
Peer Factor	5	5.8
<b>TOTAL</b>	<b>86</b>	<b>100</b>

Table 4 shows that the grammar factor is the highest percentage leading to students' speaking anxiety (46.5%), the second position is occupied by the pronunciation factor (29.1%), the language factor occupies the third position, and the lowest percentage contributing to students' speaking anxiety is peer factor.

## Conclusion

In conclusion, the research objectives are to ascertain the levels of apprehension faced by the third-semester students of ELESF, Faculty of Languages, Arts, and Culture at a university in Yogyakarta and to investigate internal and external variables impacting students' speaking anxieties. The research findings imply that most students (37.2%) felt mildly restless when performing spoken English. About internal components, lack of confidence (53.5%) is the most dominant internal factor, stage fear (27.9%) positions second, and shyness factor (18.6%) is the least dominant factor. In terms of external factors, the highest percentage leading to students' speaking anxiety is the grammar factor (46.5%), 29.1% was influenced by the pronunciation factor, and the lowest one is the peer factor (5.8%).

English learners should frequently practice speaking in English so that they have more confidence. English teachers are suggested to implement various teaching methods and give relevant tasks to their students to enhance their speaking skills in English.

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## PROCEEDINGS



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