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Excellence in Learning Innovation



CONFERENCE PROCEEDINGS



iNELTAL CONFERENCE 2025

October 24-25th, 2025

Organized by the Department of English, Faculty of Letters

Universitas Negeri Malang



With this Year's Theme:

**Navigating English as a Global Language:
New Directions in Teaching, linguistics, and Literary Studies**

FOREWORD

Good morning,
Distinguished guests, keynote speakers, presenters, and participants.

On behalf of the English Department, Faculty of Letters, Universitas Negeri Malang, I am delighted to welcome all of you to the International Conference on English Language Teaching, Literature, and Linguistics (iNELTAL) 2025. This year's conference brings together scholars, researchers, and practitioners from Indonesia and other countries to share insights, innovations, and reflections on the ever-evolving landscape of English education, language studies, and literary scholarship. We believe that this forum will unite you all and become a powerful means to connect minds, cultures, and hearts. iNELTAL serves as a vital platform for us to exchange ideas, challenge perspectives, and co-create knowledge that responds to the needs of learners and educators worldwide. Therefore, I would like to express my gratitude and appreciation to the Rector of Universitas Negeri Malang and the Dean of the Faculty of Letters Universitas Negeri Malang for financial support and facilities, to all the keynote and invited speakers for sharing their expertise, to our organizing committee for their dedication and hard work, and to all participants who continue to make iNELTAL a vibrant academic tradition.

I hope that this conference inspires a meaningful dialogue, lasting collaboration, and renewed enthusiasm for advancing English language education, literature, and linguistics.
Thank you so much and enjoy the conference.

Dr. Suharyadi
Head of the Department of English

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INTEGRATING AFFECTIVE LEARNING AND COMMUNICATIVE LANGUAGE TEACHING (CLT) THROUGH MUSIC IN ELT CLASSROOM

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Abstract: This conceptual paper presents an integrated approach to English Language Teaching (ELT) that leverages the power of music to support both linguistic development and emotional engagement in the classroom. Using the song “Landslide” by Oh Wonder as the core learning material, the lesson plan illustrates how a song can serve as effective tools for enhancing vocabulary acquisition, listening comprehension, and communicative competence. The proposed design combines flipped learning, interactive tasks, and reflective writing to create a student-centered, emotionally resonant learning experience. Grounded in Communicative Language Teaching (CLT) and Krashen’s affective filter hypothesis, the lesson encourages students to connect personally with the material while practicing real-world language skills. Challenges related to classroom management, emotional sensitivity, and time constraints are acknowledged, with practical solutions also discussed. The paper offers a replicable model for teachers aiming to create more meaningful and engaging language learning experiences through music and emotionally responsive pedagogy.

Keywords: *Communicative Language Teaching (CLT), Affective Filter Hypothesis, Task-Based Language Teaching (TBLT), English Language Teaching (ELT)*

1. INTRODUCTION

Language learning is no longer viewed solely as a cognitive process. Current pedagogical approaches have recognized the importance of affective factors, such as emotions, motivation, and personal connection, in deepening the learning experience. In classroom practice, teachers’ emotional expressions have a significant impact on students’ emotional and motivational engagement. Teachers’ positive emotions lead to students feeling more positive and being more motivated in helpful ways, while negative emotions lead to students feeling more negative and showing unhelpful motivation patterns (Chang & Cherg, 2017). Similarly, positive emotions can help students get more benefit from their learning goals, making them more motivated and likely to succeed, while negative emotions, on the other hand, can weaken this effect (Frumos et al., 2024). These approaches aim to make students engaged holistically, supporting both language proficiency and emotional involvement. Contemporary approaches like Communicative Language Teaching (CLT) place a strong emphasis on authentic interaction and emotional involvement (Lebedinets et al., 2024) as pathways to language communicative proficiency. Using authentic materials, such as emotionally rich songs like “Landslide” by Oh Wonder, combines language authenticity with deep emotional resonance, making them effective teaching tools. The lyrics of the songs include powerful expressions such as “hope is heavy” and “caught in the landslide”, offering rich material for language analysis and personal reflection.

Despite these pedagogical developments, many undergraduate English Language Teaching (ELT) classrooms still struggle to effectively merge linguistic and affective learning objectives. Common issues include student anxiety around unfamiliar vocabulary and fear of making mistakes



(Szyszka et al., 2024), listening anxiety and attention, which undermine active listening engagement (Badea & Iridon, 2024), and a continuous disconnect between classroom exercises and communication needs in the real world (Yu et al., 2021). These problems highlight a crucial gap in current practice, which is the need for frameworks that simultaneously lower affective barriers while fostering communication ability. The issue becomes worse in situations where students see language learning as a compulsory requirement rather than a meaningful experience.

This paper addresses the challenges above by proposing an integrated approach through a designed teaching lesson plan. The lesson plan demonstrates how strategic use of music can achieve both affective and linguistic objectives, which are reducing anxiety through emotionally engaging materials while developing practical language skills through collaborative activities (e.g., a “Treasure Hunt” vocabulary game and a “Fireball” discussion). More significantly, it shows how carefully constructed open-ended questions, that encourage students to analyze metaphors and connect them to personal experiences, can foster higher-order thinking skills (Dewi & Sorensen, 2023).

This approach is significant not only for theoretical innovation but also for practical classroom solutions. By humanizing language teaching through the use of music, teachers and instructors can turn passive students into active participants who find personal meaning in their language learning. The flipped learning components on the lesson plan, such as pre-session vocabulary quizzes, effectively scaffold the learning process, and the diverse forms of assessment used, ranging from reflective writing rubrics to teacher/instructor observation during the interactive tasks, provide a comprehensive picture of both affective and linguistic learning outcomes. Although only being focused on one particular song, the frameworks’ principles of emotional involvement, authentic material use, and balanced skill development can easily be applied to other song selections and learning settings.

This paper will explore these ideas in depth, starting with the theoretical foundations and then looking at how they are used in the lesson plan. This discussion will highlight how each activity, from the first emotional connection questions to the final reflective writing task, contributes to both the learning objectives of language acquisition and affective development. By bridging this gap in ELT practice, this paper aims to provide teachers and instructors with a replicable model for creating more engaging and successful language learning experiences.

2. THEORETICAL FRAMEWORK

The pedagogical approach outlined in the lesson plan is grounded in several established theories within language teaching. By incorporating principles from CLT, Affective Filter Hypothesis from Krashen, the use of authentic materials, and Task-Based Language Teaching (TBLT), the lesson plan aims to guide a dynamic and effective learning environment.

2.1. Communicative Language Teaching (CLT)

The fundamental approach for the lesson plan is CLT, which emphasizes that the main goal of language learning is to develop communicative competence, enabling students to use language effectively and appropriately in real-world situations. This theory is significantly influenced by Dell Hymes’ communicative competence concept in 1972, and later solidified by the work of Canale & Swain in 1980, which shifted the focus from rote memorization of grammar rules to meaningful interaction. Canale & Swain (1980) propose four main components of communicative competence, which are grammatical, the knowledge and the ability to use language forms; discourse, the comprehension and the production of language across sentences orally and in writing;



sociolinguistic, the ability to apply sociocultural contexts in communication; and strategic, the verbal and nonverbal strategy to achieve communication goals.

Today, CLT is recognized globally for language teaching. It extends beyond merely grammatical components into social, cultural, and pragmatic aspects of the language, promoting real-world communication in the classroom. Instead of focusing only on accuracy, the goals are to develop linguistic fluency and to equip students with the skills they need to produce language outside the classroom. CLT also aims to inspire students to realise their potential by promoting lifelong learning. Brown & Lee (2015) discuss the key characteristics of CLT, which are: emphasizes holistic communicative competence by integrating grammatical, discourse, sociolinguistic, and strategic skills; prioritizes meaningful, authentic language use where form supports function; both fluency and accuracy are valued, with context-driven flexibility; real-world communication tasks are central, alongside learner autonomy and strategy training; and, teachers act as facilitators, while students actively engage through cooperative and reflective learning.

The lesson plan in this paper aligns strongly with CLT principles through its activities. For instance, the prompt for students to pair up and answer questions in the PowerPoint slides, and to work in pairs and discuss the slides' questions, fosters student-to-student interactions, which is a CLT characteristic. The "Treasure Hunt" activity further encourages this by having students discuss possible answers within their groups and match clues to target expressions. This activity reflects CLT's goals of intertwining grammatical and discourse aspects of language with sociolinguistic and strategic aspects. Similarly, the "Fireball" activity promotes spontaneous communication and the expression of personal opinions, directly reflecting CLT's emphasis on authentic language use and real-world settings. The lesson prioritizes fluency by allowing the students to engage meaningfully in using the language, while accuracy can be addressed through feedback. The teacher acts as a facilitator, and the students' active and collaborative participation further underscores the CLT foundation of the lesson.

2.2. Krashen's Affective Filter Hypothesis

According to Krashen's Affective Filter Hypothesis, emotions and feelings can act as a "filter" that either facilitates or hinders language acquisition. Krashen in Dulay, Burt, & Krashen (1982) explains that this filter is an internal processing system that subconsciously screens incoming language data based on the learner's affective aspects, such as their motives, needs, attitudes, and emotional states. A high affective filter, which comes from feelings of anxiety, low motivation, or low self-confidence, can prevent the processing of comprehensible input, even if it is presented. Conversely, a low affective filter facilitates language learning by determining which target language models the learner will choose, which parts of the language will be focused on first, when acquisition efforts might stop, and how fast a learner can acquire the language.

The lesson plan actively seeks to lower this filter by addressing potential anxieties and creating a supportive environment. The stated assumption on the lesson plan that "students may have problems comprehending the vocabulary items in the song" is addressed through flipped materials, allowing students to practice vocabulary in low-pressure settings. This helps manage one aspect of the filter by reducing potential cognitive overload and anxiety related to unfamiliar words. Furthermore, the initial engagement questions, such as "Have you ever felt tired, sad, or like giving up?" and "Has someone ever helped you when you were going through a hard time?", tap into students' personal emotions and experiences, making the learning material relatable and reducing the pressure that is often associated with new language input. Such questions address the affective component of the filter by recognizing the students' emotional states, which significantly influence what they accept for further processing. It is well-known that lower anxiety

levels correlate with better language acquisition outcomes, and relaxed students tend to learn more effectively. Therefore, the use of music can inherently reduce stress and increase comfort, which lowers the affective filter. This aligns with the technique, which emphasizes a relaxed mental state through music and comfortable settings to enhance receptivity.

In addition, motivation is an essential aspect of the filter, which is broadly categorized into integrative and instrumental motivation. Gardner & Lambert (1959) first made the distinction between the two in second language acquisition. They explain that integrative motivation reflects a sincere personal interest in the people and culture of the target language community, while instrumental motivation is driven by utilitarian reasons, such as career advancement. Both types can positively influence the rate and quality of L2 acquisition, with high motivation generally acting to maximize absorption of the target language. The focus of the lesson plan on personal connection to the song's themes and the opportunity for students to share their reflections fosters an environment that can appeal to both integrative motivations, through cultural engagement with music, and instrumental motivation, through developing practical listening and vocabulary skills. By making the content personally resonant and providing opportunities for interaction and expression, the lesson aims to keep the affective filter low, allowing for optimal language processing and acquisition.

2.3. Authentic Materials in ELT

A key component of effective ELT is the use of authentic materials, which refers to materials that are not only created for language teaching but also used for real-world purposes. Such materials are highly motivating, expose students to natural language use, and bridge the gap between the classroom and real-world communication. Today, advances in Information and Communications Technology (ICT) have significantly broadened access to authentic input globally, shifting perceptions of authenticity and placing it at the heart of contemporary pedagogy (Mishan, 2005). The rich variety of multimodal media available on the web can illustrate how different modes are exploited to communicate, facilitating the development of a range of communicative competencies.

Guariento & Morley (2001) refer authenticity as the types of tasks chosen that mirror the real-world needs of students, instead of merely the texts. However, prioritizing functional needs over students' affective engagement is not always effective. For instance, understanding a song, though seemingly of limited direct functional use, can be a highly meaningful and enjoyable task for some students (Gilmore, 2019). Therefore, both teachers and learners should consider the extent to which language learning tasks should replicate real-world scenarios.

The song "Landslide" by Oh Wonder serves as an example of authentic material in this lesson plan, exposing students to contemporary English words and idiomatic expressions. By engaging with the song, students are exposed to language in a meaningful context that is familiar to them, enhancing their motivation and willingness to participate. The lesson uses the song not only just for its lyrics analysis, but also for its emotional depth, allowing discussions that go beyond meaning on the surface level. This aligns with the idea that authentic materials often provide a richer source of input than conventional textbooks, allowing learners to notice different L2 features and develop a wider range of communicative competencies.

2.4. Task-Based Language Teaching (TBLT)

While not explicitly labelled, the elements of Task-Based Language Teaching (TBLT) are evident throughout the lesson plan. TBLT is a prominent viewpoint in the CLT approach, and it is fundamental to CLT as it places the use of tasks at the center of language teaching (Ellis, 2003).



Nunan (2014) adds that while CLT answers the “why” questions, TBLT addresses the “how”. It focuses on using the target language to complete meaningful tasks, where the focus is on the completion of the task itself rather than explicit language forms. Skehan (1998) characterizes an effective task by primary emphasis on meaning, the presence of a communication problem to solve, a relationship to comparable real-world activities, priority given to task completion, and assessment based on outcome. In short, an effective task is an activity where students must use language to achieve a goal, with a focus on meaning (Bygate et al., 2001).

Brown & Lee (2015) point out the key characteristics of TBLT, including tasks that ultimately connect learners to real-world contexts and contribute to their communicative goals. These tasks are carefully designed with well-specified objectives, enabling accurate assessment of their success, and consistently engaging learners in genuine problem-solving activities. Furthermore, TBLT distinguishes between pedagogical tasks, which serve as the foundation of the classroom activity, and target tasks, which students must complete outside of the classroom. For instance, the “Treasure Hunt” activity requires students to actively search for hidden clues in the classroom and match each clue they find to the target expressions. The successful completion of this task demonstrates their understanding and application of the target vocabulary. Similarly, the “Listening Cloze” activity requires students to fill in the blank’s worksheet with the correct words while listening to the song, a task that needs focused listening and contextual understanding. The “Fireball” activity, where students must answer the questions that appear in PowerPoint slides, also represents a communicative task. Further, the “Short Reflection” activity, where students are asked to make a summary and reflect on the song’s message, is a task-based assessment that integrates understanding, critical thinking, and written expression. These activities serve as pedagogical tasks, carefully designed with specified objectives to contribute to the communicative goals of learners and engage them in genuine problem-solving. Through these activities, students are actively engaged in using the language to achieve certain goals, internalizing language in a natural way, and guiding them towards real-world contexts.

3. THE LESSON PLAN: A CASE FOR INTEGRATED LEARNING

The lesson plan, designed for undergraduate students, serves as a practical example of how the theoretical framework discussed above can be effectively integrated to achieve comprehensive language learning outcomes (See Appendix A and Appendix B for the complete lesson plan, including all worksheets and assessment rubrics). The lesson mainly targets the development of listening skills while simultaneously aiming to improve the analytical skills of the students. Its terminal objective is clearly mentioned, which is “Students will be able to analyze the meaning of the song 'Landslide' by Oh Wonder with 80% accuracy”. This objective moves beyond mere comprehension, requiring students to interpret and articulate the deeper meanings embedded within the lyrics. The song “Landslide” is a particularly good choice because of its themes of emotional struggle and support, which provide rich material for both linguistic analysis and personal reflection. It can serve as a natural entry point for students to engage with their own experiences, thereby helping them to lower the affective filter by making the content personally meaningful and less intimidating. Recognizing a potential challenge, the lesson plan anticipates that using the assumption “students may have problems comprehending the vocabulary items in the song”, which is proactively addressed through its carefully structured flipped learning materials. This design allows the face-to-face session to focus more on higher-order thinking and communicative engagement, building upon a pre-established vocabulary foundation.

3.1. Pre-Face-to-Face Session (Flipped Learning)

The lesson plan strategically uses a flipped learning approach for its pre-face-to-face session, demonstrating a forward-thinking pedagogical design. The main reason behind this pre-learning phase is to introduce fundamental linguistic knowledge, particularly vocabulary, before students engage in higher-order thinking and communicative tasks in the physical classroom. By preparing students with target vocabulary, the lesson aims to reduce the cognitive load during the synchronous session, allowing more time for interactive activities and deeper analysis rather than basic word-level decoding. This preparation is crucial, especially given the explicit assumption that “students may have problems comprehending the vocabulary items in the song”.

The activities suggested for this self-study phase are designed to be engaging and self-paced, facilitating independent learning. First, students are instructed to watch a short teacher-made video introducing the 10 target expressions. This multimodal input gives the new words a clear context and accommodates different learning styles. Following the video, students listen to a short audio clip of the expressions and then complete a matching quiz on Google Forms to reinforce meaning and aural recognition. These low-pressure assessment tools provide immediate feedback, allowing students to check their understanding and solidify vocabulary acquisition. The final pre-learning step incorporates a predictive element to activate prior knowledge and engage students with the song's themes. Students are shown a screenshot from the lyrics and asked to answer 2-3 prediction questions. This activity not only builds anticipation for the song but also encourages students to connect personally with potential themes. Collectively, these flipped materials ensure that students arrive at the face-to-face session linguistically prepared and with an initial personal connection to the song's subject matter, setting a robust foundation for the interactive and analytical activities to follow.

3.2. During Face-to-Face Session: Detailed Activity Analysis

The face-to-face session of the lesson plan is structured to maximize student engagement, foster communicative competence, and address the affective domain through a series of interactive and analytical tasks.

3.2.1. Introduction

The session begins with an impactful introduction designed to immediately connect with students on an emotional level. The teacher presents a picture related to emotional support (see Appendix A, Worksheet 1), which visually sets the tone for the song's themes. This visual aid serves as a non-linguistic entry point, making the topic accessible and relatable. Following this, the teacher asks a series of carefully crafted questions aimed at eliciting personal feelings and experiences. These questions include, “Have you ever felt tired, sad, or like giving up?”, “What do you usually do when you feel low or stressed?”, “Has someone ever helped you when you were going through a hard time?”, “What kind of words or actions make you feel better when you're upset?”, and “What does the phrase ‘I’ll be there for you’ mean to you?”. By encouraging students to recall and share their own experiences of emotional vulnerability and support, these questions immediately engage the affective domain. They create a safe and empathetic classroom atmosphere, preparing students to relate more deeply to the song's lyrical content and fostering a sense of shared human experience, which is crucial for lowering the affective filter. This initial phase also serves to activate schemata related to emotional support and personal resilience, thereby contextualizing the listening task that follows.

3.2.2. Vocabulary Reinforcement: Treasure Hunt



Following the warm-up, the lesson transitions into a dynamic “Treasure Hunt” activity, explicitly designed to recall and apply the target expressions introduced in the flipped materials. Students are divided into “5 groups of 3” and given instructions to “search for clues hidden around the classroom” that correspond to target expressions. While one student from each group searches for clues, the other two “stay seated and discuss possible answers”. The task requires students to “match each clue they find to a target expression” and write their answers on a piece of paper. This activity is highly effective because it transforms vocabulary review into an interactive, collaborative, and kinesthetic task. The group-based structure fosters student-to-student interaction pattern, promoting negotiation of meaning as students discuss and agree upon answers. This collaborative problem-solving approach reinforces the understanding of the flipped vocabulary in an active and memorable way, moving beyond passive recall to practical application within a communicative context. It contributes significantly to a communicative classroom by providing a low-pressure environment for students to use and internalize new vocabulary through active engagement and teamwork.

3.2.3. Listening Cloze Activity

The core listening comprehension activity is a “Listening Cloze” activity using the song lyrics. This task aims to improve listening accuracy and contextual understanding of the song. The procedure involves a two-pass listening approach: first, the teacher “plays the full song once without stopping” for students to fill in the blanks on their worksheet. This initial listen encourages global comprehension and initial recognition of the missing words. Next, the teacher “plays the second time, allowing students to check answers”, enabling students to refine their responses and focus on details. After the second listen, “students discuss their answers” with their partners for peer-checking, fostering further student-to-student interaction and collaborative learning. Finally, the “teacher discusses correct answers using a PowerPoint slide”, providing immediate feedback and clarifying any remaining confusion. This structured listening approach effectively reinforces the target vocabulary in its authentic musical context and systematically develops focused listening skills, progressing from a general understanding to specific word identification.

3.2.4. Evaluating Song Text: Fireball Activity

To encourage deeper evaluation and critical thinking about the song’s themes, the “Fireball” activity is introduced. Students “stand in a big circle” and “pass around the 2 balls” while background music plays. When the music stops, the students holding a ball must “answer the question that appears on the PowerPoint slide”. This element of unpredictability adds excitement and encourages quick, spontaneous responses. The questions are explicitly designed as “HOT-Open Ended Questions” (Higher Order Thinking), prompting students to analyze the song beyond its literal meaning. Examples of these questions include: “How does the repetition of the phrase ‘I’ll be there for you’ affect the meaning and emotional tone of the song?”, encouraging analysis of linguistic devices. Students are also asked to “think about a friend or family member going through a hard time, how could the message of this song be applied in real life to support them?”, fostering the application of the song's message to real-world situations. Questions like “What do you think the line ‘hope is heavy’ means emotionally?” and “What do you think the writer is trying to express through this metaphor?” for “you threw stones at the starlight” expression, push students to interpret abstract phrases and metaphors, developing their inferential skills. Discussions about whether the song offers “realistic comfort, or is it too idealistic?” encourage critical evaluation. Furthermore, students are prompted to connect personally with questions like “Which line in the song do you connect with the most? Why does it speak to you personally?” and engage in comparative analysis with other songs. This activity robustly fosters critical thinking, interpretation,



and spontaneous communication, requiring students to articulate complex ideas and support their answers, using examples from the song or personal experience. The dynamic nature of “Fireball” ensures broad participation and opportunities for students to express their perspectives in a less formal, more communicative setting.

3.2.5. Reflection

The final activity of the face-to-face session is an individual written reflection, consolidating learning and promoting personal meaning-making. Students are given two reflection questions, which are “What is the main message of the song?” and “Which lyrics or expressions touched you the most, and why?”. Students “write individually for 5-8 minutes”. This short-written task provides an opportunity for self-assessment, allowing learners to synthesize their understanding of the song’s main message and its personal impact. It connects the linguistic content (lyrics and expressions) directly to their personal relevance, reinforcing the affective goals of the lesson. The optional sharing of reflections further allows for a communicative closure to the lesson, reinforcing the shared experience and different interpretations, and ensuring the terminal objective is achieved.

4. ASSESSMENT AND EVALUATION

The lesson plan incorporates a comprehensive assessment strategy that includes both formative and summative assessment, designed to monitor student progress across linguistic and affective domains and to ensure the attainment of the terminal objective.

4.1. Formative Assessment

4.1.1. Teacher Observation for Treasure Hunt Activity

During the “Treasure Hunt” activity (described in Appendix A, Worksheet 2), the teacher employs direct observation as a formative assessment tool (see Appendix B for the observation checklist). This allows for real-time monitoring of students’ engagement and comprehension of the target expressions. The teacher observes specific indicators to gauge how well students recognize, recall, and understand the vocabulary introduced in the flipped learning session. Key observations include whether students are able to “locate and recognize the vocabulary phrases”, if they are “discussing the meanings with their group members”, whether they “remember the expressions from the flipped materials”, their level of “engagement and participating in the activity”, and their ability to “match the phrases to their meanings”. This qualitative assessment provides immediate insights into students’ mastery of prerequisite vocabulary and their collaborative skills within a communicative context.

4.1.2. Listening Cloze Assessment

The “Listening Cloze” activity serves as a more structured formative assessment, specifically targeting listening accuracy and contextual understanding. This assessment evaluates students’ ability to complete missing lyrics using contextual clues while listening to the song. The criteria for evaluation include “Listening Accuracy” (15-18 blanks correct for excellent, 10-14 for good, fewer than 10 for needs improvement), “Contextual Understanding” (all or most answers fit naturally for excellent), and “Spelling & Word Form” (accurate spelling and grammar for excellent). A bonus point is also awarded for students who “write 1-2 sentences using any 2 of the vocabulary items correctly”. This quantitative assessment provides clear data on individual student performance in core listening skills and vocabulary application.

4.1.3. Teacher Observation for Fireball Activity

Complementing the other formative assessments, a “Teacher Observation Checklist Overview” is used during the “Fireball” activity. This checklist is designed to “monitor and record each student’s understanding and engagement” throughout the lesson, particularly during spontaneous communication tasks. It does not assign scores but is used to report learning progress and guide future instruction. The teacher notes whether each student participated, if their responses show understanding of the song theme, and if they used lyrics or personal connection in their answers. This qualitative tool captures students’ ability to engage in higher-order thinking, interpret the song’s themes, and connect them to personal experiences in a dynamic, unrehearsed setting.

4.2. Summative Assessment

4.2.1. Reflection Assessment

The final “Short Reflection” activity (see Appendix A, Worksheet 5) is assessed using a rubric, serving as the summative assessment to gauge the achievement of the terminal objective and deeper understanding. This rubric evaluates students’ reflections across three key criteria:

1. Understanding of Song Message: This criterion assesses whether students “Shows a deep, accurate understanding of the song’s meaning”, moving beyond surface-level comprehension to analytical interpretation.
2. Personal Connection and Reflection: This criterion evaluates the extent to which students “Connects lyrics personally with clear, thoughtful explanation”, assessing their ability to relate the song’s emotional and thematic content to their own lives.
3. Clarity and Organization: This criterion focuses on the quality of their written expression, evaluating if “ideas are clearly written, logical, few or no errors”.

This rubric directly assesses the terminal objective for students by requiring them to articulate their understanding and personal insights in a structured written format. It gauges not only their linguistic ability to summarize and express ideas but also their cognitive ability to critically interpret and emotionally connect with the material.

4.3. Alignment of Assessment with Objectives

The assessment methods in the lesson plan are strategically aligned with both its enabling and terminal objectives, covering both linguistic and affective domains. The formative assessments, such as the “Teacher Observation” during the “Treasure Hunt” and the “Listening Cloze” activities, directly measure the enabling objectives related to vocabulary recognition, recall, and basic listening comprehension. They provide ongoing feedback on the foundational linguistic skills necessary for deeper engagement. The “Teacher Observation Checklist” during “Fireball”, while formative, also begins to assess the ability to interpret themes and connect personally, bridging the gap towards the terminal objective. Crucially, the summative “Reflection Rubric” directly assesses the terminal objective of analyzing the song’s meaning by evaluating the depth of understanding, personal connection, and clarity of expression. This comprehensive approach ensures that both the linguistic proficiency, such as vocabulary use, listening accuracy, clarity of writing, and the affective engagement, such as discussion of feelings, personal connection, emotional interpretation, are systematically monitored and evaluated throughout the learning process, demonstrating a robust framework for integrated language and affective learning.

5. BENEFITS AND CHALLENGES



The conceptual framework illustrated by the lesson plan, integrating affective learning and CLT through music, offers benefits for English language students, while also presenting certain pedagogical challenges that warrant consideration.

5.1. Benefits

The main advantage of this approach is the increased student engagement and motivation fostered by the use of authentic materials and interactive tasks. The integrated flipped learning material provides crucial scaffolding for students. By introducing and reinforcing key vocabulary items before the main session, the lesson ensures the students arrive with the foundational knowledge required to participate confidently, thereby lowering anxiety and maximizing engagement in the classroom. Moreover, unlike traditional textbook dialogues, popular songs like “Landslide” resonate with students' real-world experiences and interests, making the learning process inherently more enjoyable and relevant. The dynamic activities, such as the “Treasure Hunt” and “Fireball”, transform learning from a passive reception of information into an active, collaborative, and often kinaesthetic experience, significantly boosting learner enthusiasm and participation.

Furthermore, this approach promotes the development of higher-order thinking skills including analysis, interpretation, and evaluation. Activities like the “Fireball” with its “HOT-Open Ended Questions” directly challenge students to interpret abstract lyrical concepts, apply the song’s message to real-life situations, and critically assess its realism. This moves learners beyond rote memorization of vocabulary and grammar to a deeper cognitive processing of meaning and implications.

The lesson plan also facilitates the enhancement of communicative competence through various interaction patterns, including teacher-to-student and student-to-student exchanges. From pair discussions during the initial engagement questions to group collaboration in the “Treasure Hunt” and spontaneous responses in “Fireball”, students are consistently provided with opportunities for authentic language use. This active participation in negotiation of meaning and expression of personal views is central to developing communicative fluency, as CLT advocates.

Crucially, the lesson explicitly promotes emotional literacy and self-expression through reflection and discussion of sensitive topics. By addressing themes of sadness, resilience, and support, and by encouraging students to share personal experiences, the lesson creates a safe space for emotional vulnerability and development of empathy. The “Reflection” activity, in particular, allows students to connect the song’s message to their personal lives, fostering introspection and self-awareness, which are vital components of affective learning.

Overall, the lesson plan demonstrates an effective integration of linguistic learning with personal growth and empathy. Students are not just acquiring new vocabulary and improving listening skills, but they are also engaging with profound human experiences, developing their ability to express complex emotions, and understanding the supportive role language can play in difficult times. This holistic approach makes language learning a more meaningful and enriching experience.

5.2. Potential Challenges

Despite its numerous benefits as discussed above, implementing such an integrated approach can entail several potential challenges. One significant concern is time constraints for detailed activities. The lesson plan, with its pre-learning, multiple interactive activities, and reflection, requires a considerable amount of in-class time and preparation, which might be difficult to fit into shorter class periods.



Another challenge lies in managing diverse student proficiency levels within group activities. While group work is beneficial for communication, a wide range of proficiency levels could lead to some students dominating discussions while others remain disengaged, potentially hindering learning outcomes for certain individuals. Effective scaffolding and careful group formation are essential to mitigate this.

Teacher training in facilitating emotionally sensitive discussions is also critical. The lesson delves into personal feelings of sadness, giving up, and support. Teachers need to be equipped with the skills to sensitively manage such discussions, create a truly safe environment, and respond appropriately to potentially vulnerable student disclosures, which might not be covered in traditional language teacher training programs.

Furthermore, finding appropriate songs that resonate with students and align with learning objectives can be a challenge. While “Landslide” is suitable for its themes and linguistic features, selecting other authentic musical materials requires careful consideration of cultural relevance, linguistic difficulty, musical style, and age appropriateness for the target learners.

Finally, logistical challenges for activities like the “Treasure Hunt” need to be considered. Physical classroom setup, space availability for hiding clues, and the potential for disruption or noise during such an active task require careful planning and classroom management skills. These practical considerations can sometimes limit the feasibility of implementing highly interactive, movement-based activities in certain educational settings.

6. CONCLUSION

The paper has explored the integration of affective learning and the CLT principles within ELT, as illustrated by the lesson plan, which strategically utilizes popular music as an authentic material. We have argued that this approach moves beyond traditional linguistic instruction to foster a more holistic and engaging language learning experience. By embracing the CLT framework, the lesson encourages authentic communication and interaction, preparing learners for real-world language use. The deliberate efforts to lower the affective filter, through pre-learning and emotionally resonant introductory activities, create a supportive environment conducive to optimal language acquisition by addressing student motivation and anxiety. Furthermore, the strategic selection and exploitation of an authentic song provide rich linguistic input and foster deeper engagement, allowing for the development of diverse communicative competencies. Finally, the incorporation of TBLT elements ensures that language is used purposefully, solidifying comprehension and promoting higher-order thinking skills.

This conceptual framework carries significant implications for ELT practitioners aiming to enhance their pedagogical skills. Firstly, it underscores the immense potential of authentic musical materials as rich, motivating, and culturally relevant resources for language classrooms. Teachers are encouraged to actively seek out and critically evaluate popular songs that align with curriculum objectives and student interests, moving beyond conventional textbook materials. Secondly, the framework advocates for a conscious effort to integrate affective considerations into lesson design. This means not only selecting content that resonates emotionally but also creating classroom environments that promote psychological safety, encourage personal expression, and actively work to lower anxiety. Practical strategies include using personal warm-up questions, incorporating reflective activities, and fostering a supportive classroom community where students feel comfortable sharing their thoughts and feelings. Thirdly, the framework highlights the importance of varied interaction patterns and task types. Lessons should balance teacher-led instruction with ample opportunities for pair and group work, facilitating genuine communication and collaborative problem-solving. Activities should be designed as meaningful tasks that require students to use

language to achieve a non-linguistic outcome, thereby fostering both fluency and accuracy. Finally, the flipped learning component serves as a valuable model for optimizing in-class time by introducing vocabulary and foundational knowledge. This allows precious face-to-face minutes to be dedicated to interactive practice, deeper analysis, and communicative application, maximizing the effectiveness of synchronous sessions.

The conceptual framework offered here provides a number of opportunities for further empirical investigation. One crucial area is to conduct empirical studies on the direct impact of music-based lessons on student motivation. This could involve pre- and post-lesson surveys, qualitative interviews, and observational studies to quantitatively and qualitatively assess changes in student engagement, enjoyment, and self-reported motivation over time compared to traditional methods. Another vital area for investigation is the effect of such integrated lessons on anxiety reduction. Research could measure students' anxiety levels before and after engaging with affective and communicative tasks, particularly those involving personal sharing, to determine if these approaches indeed contribute to a lower affective filter and increased comfort in using the target language. Furthermore, longitudinal studies are needed to examine the long-term language retention of vocabulary and communicative skills acquired through these methods, particularly comparing it with acquisition through more traditional, grammar-focused approaches. Researchers could also explore the transferability and adaptability of this framework across different cultural contexts and proficiency levels, investigating how specific songs and activities need to be modified to suit diverse learner populations and educational settings. Finally, research into teacher preparedness and training for facilitating emotionally sensitive discussions and effectively integrating affective learning in ELT classrooms would be highly beneficial, identifying best practices for professional development in this area.

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REGIONAL NEWS WRITING STRATEGIES IN LOCAL MEDIA: A CASE STUDY OF BINARPAGI.ID MEDIA

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Abstract: Dig News is one of the forms of conveying information about an event or fact that is considered important and plays a significant role, thus making it interesting to be known by the majority of the public. Local media face various challenges in line with technological advancements and changes in public behavior, which tend to favor information that is accessed online, quickly, and presented in a more engaging manner¹. This study aims to identify alternative strategies that can be implemented by Media Binarpagi.id to improve news performance. The research was conducted at Media Binarpagi.id, a news media company located in Malang City. The research method employed is descriptive qualitative, utilizing interviews with internship student colleagues and comparative analysis, which is then examined through a literature review. A comparative analysis between CNN Indonesia and Media Binarpagi.id revealed fundamental differences between the two media, particularly in the aspects of marketing and news writing.

Keywords: *Local News, Media, Local*

1. INTRODUCTION

News is a form of conveying information about an event or fact that is considered important and plays a significant role, making it interesting for most people to know. News does not only focus on one topic but can cover several topics, including politics, economics, social issues, culture, and natural disasters, so that the public can directly participate and understand the conditions around them (Othman and Tiung, 2020). In addition to serving as a provider of information, news can also be an educational medium for the public in terms of improving their understanding of grammar, as news provides context and analysis that can educate readers about complex issues. News has various ways of delivery, namely verbally by reporters through television stations, broadcast via radio, in writing through newspapers, magazines or social media (Koesanto et al., 2023). Local media, as a means of delivering regional news, plays a role in informing and introducing a region to the outside world. In the context of promotion, local media can function as branding for a region to make it more famous. Local media faces various challenges along with the development of technology and changes in people's behavior, who tend to prefer online and fast information delivery that is more interesting. Maryani et al. (2020) explain that local media need to develop and innovate in delivering news, whether through video content, podcasts, or short news items that can be posted on social media. In addition, there are still many issues found in the delivery of news.

The problems that cause misinformation can arise from inaccuracies in language use, spelling errors, diction, and syntax. Prasetya et al. (2022) explain that spelling and diction errors can cause information to be conveyed ambiguously and lead to misunderstandings among readers. Most local media still maintain traditional methods of delivering news, which are no longer relevant in today's world and have been largely dominated by national media, tending to be marginalized by national media with more adequate resources and innovation (Maryani et al., 2021). In this case,

Media Binarpagi.id has yet to innovate in its news delivery and finds it difficult to compete with other media outlets that are growing rapidly. This study aims to see if there are alternative strategies that can be used by Media Binarpagi.id to improve its news performance.

This study was conducted based on previous research by (Iskandar, 2021) Conventional Media VS New Media: A Comparative Study of Newspapers and Online Media in Meeting the Information Needs of Students. This study uses the same framework as the reference to compare national media with high traffic with Binarpagi.id as local media, but simplifies the method by using a qualitative descriptive method. The question asked in the research on Regional Writing Strategies in Local Media: A Case Study of Binarpagi.id Media is “Are there specific strategies that can make Binarpagi.id Media a local media that can compete with the times?”

2. METHOD

This research was conducted at the Media Binarpagi.id office, a news media office located in Malang City, in accordance with the internship period from February 11, 2025 to May 28, 2025. The research method used was descriptive qualitative, conducting interviews with fellow interns and making a comparative analysis between Media Binarpagi.id and CNN, an international media outlet known for its innovative and interesting strategies in news writing. The comparative analysis covered the following aspects:

1. Strategies in news writing.
2. News marketing strategies.

These two comparisons will then be analyzed through a literature study focusing on the development of news media in Indonesia, which will reveal whether there are differences in strategy between international and local media, and whether international media are superior to local media.

3. FINDINGS AND DISCUSSION

3.1. Comparative Analysis of News Writing

3.1.1. News Structure

In general, news writing has the same basic structure, namely an inverted pyramid, with the main information placed at the beginning of the news, followed by details about the news to support the main idea of the news. In addition, the news must also contain the 5W+1H elements, namely what, who, where, when, why, and how in a concise manner, accompanied by an interesting title and undergo an editing process. In this case, Binarpagi.id Media has generally fulfilled the basic strategy of news writing, similar to CNN Indonesia, which has implemented a good and correct basic news writing structure. Based on the results of the interviews conducted, both news media have the same capacity in news writing, but CNN Indonesia has a more professional tendency in positioning itself as a more professional media outlet compared to Binarpagi.id Media.

3.1.2. SEO Usage Strategy

SEO or Search Engine Optimization is a technique used to increase the visibility or ranking of a website. In this case, news that uses SEO principles has more visitors and improves its ranking on search engine results pages (SERPs) without the need for advertising costs (Anton et al., 2023). The use of SEO covers several important strategic aspects, namely:

- Keyword analysis, to identify the keywords most relevant to the news to be published, with the aim of better understanding audience behavior (Ivandi et al., 2023).
- High-quality content, where SEO optimization can produce content that is more informative, relevant, and interesting for readers. Creating good content with SEO in mind can not only attract visitors to the website but also encourage readers to share the news, which can be used as additional backlinks at the end of the news (Hadiana and Putra, 2023).
- Mobile responsiveness is crucial as the use of mobile devices continues to rise. It is essential for a website to be responsive and easily accessible via smartphones or tablets. Ivandi et al. (2023) explain that websites with low responsiveness may risk losing visitors and devices.

Based on the results of interviews that have been conducted, it was found that students interning at Media Binarpagi.id had received material on SEO that was directly applied to their news writing strategy. In this case, the Media Binarpagi.id news website platform also directly displayed information on SEO scores, with the stipulation that each news article uploaded must have a minimum SEO score of 65% to be eligible for upload. Similarly, interns at CNN Indonesia also believe that the media outlet has effectively and appropriately applied SEO principles. In fact, interns have occasionally used the platform as a reference when writing news articles to observe language style and the use of SEO tools in news articles.

3.2. News Article Marketing Strategy

News marketing can be done in various ways, including advertising through the Google Display Network (GDN), through social media, or by selling directly to readers in print media. CNN Indonesia writes news in real time, with news that is happening in society being processed and then immediately uploaded so that the public does not miss out on information. The marketing conducted by CNN Indonesia is carried out through social media platforms such as Instagram, TikTok, Facebook, YouTube, and X, where CNN Indonesia targets all segments of society, both in terms of economic status and interests. Kurniawan et al. (2023) explain that interactive content produced through social media with the aim of promoting something can increase user interaction with news accounts, and that Call to Action (CTA) can help news platforms gain new readers to visit their media websites. In addition, data analysis and feedback obtained through interactions on social media platforms also provide news platforms with input and insights into reader behavior, so that they can use this to improve the quality of news to be accepted by readers from all walks of life (Julianto, 2022).

GDN is a form of promotional media, where a media outlet can display advertisements on various websites that are part of the Google network. The use of GDN as a promotional medium can utilize targeting features to reach a more specific audience based on age, location, interests, and behavior, and can help media companies narrow down their target audience to be more relevant (Setyanta, 2022). The promotional strategy on GDN involves banners that highlight news headlines with embedded backlinks as a medium for readers to directly access the promoted news. The use of GDN should focus on content that focuses on trending themes or issues that are still relevant to the audience (Zikri et al., 2023).

Based on a comparative analysis of Media Binarpagi.id and CNN Indonesia, there is a significant difference in their marketing strategies. CNN, as a national media outlet, actively contributes to all social media platforms, making the news it wants to convey more widespread. In contrast, Media Binarpagi.id only focuses on producing news articles and does not implement any promotional strategies. Additionally, based on the interview results, most students who participated in the internship at Media Binarpagi.id. At first, they were unaware of the existence of this media outlet, but they all knew about the CNN news platform. This shows that CNN's branding through social media is so strong that it has made the media outlet widely known to the public.

3.3. Discussion

A comparative analysis between CNN Indonesia and Binarpagi.id reveals that there are fundamental differences between the two media outlets in terms of marketing and news writing. Media Binarpagi.id, a local media outlet in Malang, plays a role in providing information and promoting Malang as a tourist destination worth visiting, offering various recommendations and suggestions on places to visit while in Malang. In writing news articles on the Media Binarpagi.id website, there are still many gaps that necessitate several changes in writing and marketing strategies. In this case, Media Binarpagi.id needs to make changes to several aspects, namely paying more attention to news writing by considering a clear structure and a style of language that is relevant to the intended audience. In addition, the use of SEO tools needs to be implemented and given more attention so that the news owned by Media Binarpagi.id can reach a wider audience and news traffic can increase rapidly.

The implementation of promotional strategies also needs to be considered for the sustainability of Media Binarpagi.id, because with the existence of promotional media, the news created can reach every level of society that is in line with the target audience of the uploaded news. Wulandari and Supratman (2018) explain that social media can enable companies to market their products, in this case, news, to have a significant impact due to its unlimited reach. In addition, the use of social media can also strengthen the branding of Media Binarpagi.id so that it can be widely recognized by the public, especially the people of Malang City.

4. CONCLUSION

This research was conducted at the Media Binarpagi.id office, a news media office located in Malang City, in accordance with the internship period from February 11, 2025 to May 28, 2025. The research method used was descriptive qualitative, conducting interviews with fellow interns and making a comparative analysis between Media Binarpagi.id and CNN, an international media outlet known for its innovative and interesting strategies in news writing. The comparative analysis covered the following aspects:

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EFL STUDENTS' ATTITUDES TOWARDS THE USE OF CANVA PRESENTATION AS A TEACHING MEDIUM AT SMPN 2 TULUNGAGUNG

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Abstract: This study examines the students' attitudes towards the use of Canva presentation as a teaching medium in English classrooms. This study employed a quantitative approach with cross-sectional survey design. It is used to investigate the students' beliefs about the effectiveness of using Canva presentations, their feelings toward its use, and their behaviors shown during the learning process. This study was conducted at SMPN 2 Tulungagung, where the researchers carried out the Asistensi Mengajar programme. The respondents were 112 students who were randomly chosen from four classes that the researchers taught using Canva presentations. The data was collected from the close-ended questionnaire with five point likert scale and analyzed using descriptive statistical techniques by showing the percentages. This study found that (1) 71.12% of students believed Canva helped them to learn more effectively, (2) it also made 64.9% of them enjoy the lesson more, and (3) 66.55% of students were encouraged to participate actively as well. It can be concluded that EFL students show positive attitudes towards the use of Canva presentation as the learning media in English language learning.

Keywords: *EFL Students' Attitudes, Canva Presentation, Visual Learning Media*

1. INTRODUCTION

In today's digitized educational landscape, technology has become an integral part of language teaching and learning. Thus, integrating technology into English as a Foreign Language (EFL) classroom is essential. It will familiarize students with the technology development, as well as to expose them to the beneficial side of this improvement. The implementation of technology-driven language learning is gradually increasing where various learning tools are used for achieving the learning goals (Hadi et al., 2021). Digital tools are expected to be able to increase students' performance in the learning activity.

As stated by Gunawan et al. (2023), to ensure a smooth learning activity, students' attitudes are necessary to be paid attention to. Negative attitudes such as lack of motivation to learn, low self-confidence, and skipping classes will hinder students from getting a good performance. Prabhu et al. (quoted in Ahmed, 2021) stated that English learners who hold a positive mindset will show some acts such as talking in that language, appreciating dialect, and many more. Furthermore, the attitude component consists of the psychology of the attitude object (beliefs), emotional component (feelings), and the tendency to engage in the learning activity (behavior). This is grounded in the framework of the Technology Acceptance Model (TAM) by Davis (1989), where users' acceptance of technology is affected by their perceptions regarding its usefulness (PU) and ease of use (PEOU) as stated in Abin et al., (2023). As it reflects how students perceive the learning experiences, their attitudes are vital for them to achieve the learning goals (Frans & Wahani, 2025).

When students are expected to do well, believe that the learning activity is beneficial for them, and do not think of engagement in learning as something bothersome, they will have the motivation to learn and achieve optimally. According to Furchan in Pranitasari & Noersanti (2017), there are two kinds of motivation. The first one is extrinsic motivation, which is caused by external factors such as gifts, praise, and others. The second is intrinsic motivation, where the motivation comes from oneself. For example, personal satisfaction, curiosity, and many more. It tends to be more effective as it rises from within instead of from others. Furthermore, to maintain students' motivation to learn at a proper level, teachers could implement various strategies that align with the curriculum as well (Hodis & Hodis, 2022).

In response to how advanced technology is nowadays, teachers can improve their teaching strategies with several tools. All teachers have the ability to facilitate the students with digital platforms where they can participate on their own to support the learning activity. This is the application of connectivism, which is driven by the understanding that information is always being renewed all the time. This learning theory gives insight that knowledge is spread widely and is connected by experience and interactions between individuals, societies, and technologies. By all means, knowledge is possible to be stored or presented in various digital formats (Siemens, 2005; Goldie, 2016).

It is necessary for teachers to provide a modernized learning activity where they apply technology in it. By doing this, teachers open the way for students to engage in a high-quality learning process (Wekerle, 2022). The implementation of technology can be done through the learning media, which teachers need to support the learning activity. All learning media should be adjusted to the material and students' condition. Given how there is a rapid development of technology, teachers can take advantage of it to create a better learning medium (Fitria, 2022). For instance, by using a more appealing and varied learning media like Canva Presentation instead of using the conventional PowerPoint, just learning by book, or solely listening to the teacher's lecture.

As stated by Febriyanti & Haryanto (2024), PowerPoint has been perceived as irrelevant to the students' needs. It is only used by the teacher to present the material, which leads into a one-way instead of two-way communication. On the other hand, Canva has more advantages than PowerPoint as Canva provides various kinds of graphics for social media content needs, presentations, or other documents, it can be more interesting and engaging. Not only it is easy to use for it has many templates for the users, it is also accessible from both laptop and smartphone (Deer, 2021; Umam, 2023; Syarifuddin & Utari, 2022).

The use of Canva presentations in junior high school EFL classrooms represents a growing trend in Indonesia and globally, reflecting the broader movement towards integrating technology into pedagogical practices. A study by Sugiarni, S. et al., (2024) showed that the user-friendly interface and modern design options of Canva became the key factors driving and motivating teachers in the adoption of Canva to make learning more interesting, capture student attention, and develop interactive learning media. A visually engaging Canva presentation was believed could enhance collaboration between teachers in teaching delivery and students' comprehension.

However, despite its increasing use, little is known about what are the students' beliefs regarding the effectiveness of Canva presentation as a teaching medium in English classrooms. Only a few researches explore what are students' attitudes in learning English using Canva presentation. This topic is necessary to be studied, because if the students believe Canva is unhelpful or unengaging, even the most well-designed materials may fail to achieve the intended learning outcomes. The limited research can also lead to teachers and curriculum designers struggling to justify or optimize Canva-based intervention as an appropriate instructional media,

risking ineffective implementation and diminished students' motivation. Without a clear understanding of how students respond to such digital tools, educators may struggle to select and apply the most appropriate instructional media. Thus, this study will help educators to recognize students' attitudes towards technology-based learning, which then can be implemented contextually in the future.

The previous study conducted by Ledy & Syafryadin (2023) at SMPN 1 Kepahiang involved a sample of 30 seventh-grade students and utilized conventional PowerPoint by Microsoft Office, whereas this study involves a larger sample of four classes from the seventh and eighth grades, each consisting of 37 to 40 students, and employs Canva Presentation which is more appealing and being the trend nowadays.

This study aims to explore and describe EFL students' attitudes towards the use of Canva presentations in SMPN 2 Tulungagung. Specifically, it investigates how students perceive Canva in terms of their enjoyment, its usefulness, engagement, and the impact on their learning motivation. The EFL students being studied are VII and VIII graders with a total number of 112 students.

The significance of this study lies in both its theoretical and practical contributions. Theoretically, it enriches the existing literature on educational technology and EFL pedagogy by incorporating Canva as a relatively underexplored medium in learning activity. Practically, it provides insights for English teachers, curriculum developers, and educational stakeholders on the effectiveness and reception of Canva presentations in enhancing student learning experiences.

Based on the background of the study, the researchers formulate research questions as follows:

1. What are EFL students in Junior High School 2 Tulungagung beliefs regarding the effectiveness of Canva presentation as a teaching medium in English classrooms?
2. What do EFL students in Junior High School 2 Tulungagung feel about the use of Canva presentation during English classrooms?
3. What behavior do EFL students in Junior High School 2 Tulungagung show to the use of Canva presentation in English classrooms?

2. METHODOLOGY

This study employed a quantitative approach with a cross-sectional survey design. According to Creswell (2012, p. 377), a cross-sectional survey is utilized to collect data from respondents at one specific time in order to describe their attitudes, beliefs, or opinions toward a particular issue. In this study, the researchers focused on describing three aspects of students' attitudes, including their beliefs about the effectiveness of using Canva presentations, their feelings toward its use, and their behaviors shown during the learning process. The population of this study was all students from four classes at SMPN 2 Tulungagung. The classes chosen were taught by the researchers during the Asistensi Mengajar programme. While conducting English teaching practice, the researchers used Canva presentations as teaching medium for approximately five meetings. The number of students in each class is presented in the table below.

Table 1. The Number of Students in Each Class

Class	Number of students
VII D	40
VII E	39
VII F	40
VIII B	37
Total	156

The study's population consisted of 156 students. Since it was not feasible to include the entire population in this study, the researchers used random sampling to select participants. Latief (2023, p. 126) emphasizes that random sampling is required in survey research involving large populations. To determine the appropriate sample size, Slovin's formula was used with a 5% margin of error ($e = 0,05$), as shown below:

$$n = \frac{156}{1+156(0.05)^2} = \frac{156}{1+156(0.0025)} = \frac{156}{1+0.39} = \frac{156}{1.39} = 112.23$$

Therefore, a total of 112 students were selected randomly from the four classes to be the sample of this study.

The data were collected from the close-ended questionnaire with 5-point likert scale, including strongly disagree (SD), disagree (D), Neutral (N), agree (A), and strongly agree (SA). The questionnaire used in this study was adapted from McLeis (2009) who developed an instrument to investigate students' attitudes toward cooperative learning. The items were modified to fit the context of this study, which focuses on EFL students' attitudes toward the use of Canva presentations as a teaching medium. The researchers decided to adapt the questionnaire because the time constraints and the duration of the Asistensi Mengajar programme was limited. Nevertheless, the questionnaire developed by McLeis (2009) has already been pilot tested, so its validity and reliability are well established.

The data collected from the close-ended questionnaire were analysed using descriptive statistical techniques. According to Latief (2023, p. 131), descriptive statistics are commonly used in survey research to present the results in the form of numerical summaries. In this study, the techniques employed include calculating the Mean (M) to determine the average response and the Mode to identify the most frequently occurring responses. Additionally, percentages were used to display the proportion of students selecting each Likert scale option for every item. To help in interpreting the mean, a guide by Landell (1997) was being used.

Table 2. Categorization of Mean Scores and Their Corresponding Inclination Levels

Mean score	Inclination level
1.00-2.40	Low
2.41-3.80	Moderate
3.81-5.00	High

As stated by Bluman (2018, p. 3), descriptive statistics involves the collection, organisation, summarisation, and presentation of data in a meaningful way. After all responses were collected from the 112 randomly selected students, the data were analyzed by Microsoft Excel for processing. The tables were used to visually represent the results, enabling a clear and concise interpretation of students' attitudes towards the use of Canva presentations in the English learning process.

Through this statistical analysis, the researchers were able to describe three key dimensions of students' attitudes: their beliefs about Canva's effectiveness, their emotional responses to its use, and their behavioural tendencies during classroom activities involving Canva. These findings contributed to a comprehensive understanding of students' perceptions in the context of EFL instruction using digital media.

3. FINDINGS AND DISCUSSION

The data gathered from the questionnaire was displayed and discussed in this section. In addition, this study wanted to investigate 7 and 8 graders EFL students' attitudes towards the use of Canva presentations. Three aspects that the researcher explored were the effectiveness of

Canva presentations, what were students' feelings and how did they behave in response to the use of this media.

The table below presents the mean scores for each question. The mean represents students' overall responses to Canva presentations as learning media in the English classrooms.

Table 3. Students' Perceptions towards the Use of Canva Presentations in the English Classroom

No	Statement	SD % f	D % f	N % f	A % f	SA % f	Mean
1	I enjoy learning English when my teacher uses Canva presentations	2.7 (3)	4.5 (5)	25 (28)	39.3 (44)	28.6 (32)	3.86
2	Canva presentations help me understand the lesson better	1.8 (2)	3.6 (4)	18.8 (21)	40.2 (45)	35.7 (40)	4.04
3	Canva presentations make the English lesson more interesting	4.5 (5)	3.6 (4)	12.5 (4)	42 (47)	37.5 (42)	3.75
4	I feel more motivated to learn when the teacher uses Canva presentations	1.8 (2)	5.4 (6)	23.2 (26)	43.8 (49)	25.9 (29)	3.87
5	Canva presentations help me remember the material more easily	1.8 (2)	4.5 (5)	19.6 (22)	42.9 (48)	31.3 (35)	3.97
6	I prefer my teacher to use Canva presentations rather than only talking or writing on the board	2.7 (3)	3.6 (4)	24.1 (27)	31.3 (35)	38.4 (43)	3.99
7	Canva presentations make grammar or vocabulary easier to understand	0 -	4.5 (5)	27.7 (37)	44.6 (50)	23.2 (26)	4.02
8	The visuals in Canva presentations help me focus on the lesson	1.8 (2)	3.6 (4)	24.1 (27)	40.2 (45)	30.4 (34)	3.93
9	Canva presentations encourage me to participate more in class	0.9 (1)	3.6 (4)	32.1 (36)	36.6 (41)	26.8 (30)	3.84
10	I find English lessons boring when Canva presentations are not used	4.5 (5)	8.9 (10)	40.2 (45)	24.1 (27)	22.3 (25)	3.50
11	I feel more confident when Canva presentations are used to explain the topic	1.8 (2)	4.5 (5)	33 (37)	35.7 (40)	25 (28)	3.77

12	I hope my English teacher uses Canva presentations more often in future lessons	1.8 (2)	5.4 (6)	27.7 (31)	34.8 (39)	30.4 (34)	3.86
Total Mean							3.86

The researchers were able to identify and categorize three main favorable perspectives regarding the use of Canva presentations in terms of improving students' motivation and interest in learning English, their understanding and retention of material (English competency), and their active participation and engagement during class. The highest mean scores can be shown in the following three statements: "Canva presentations help me understand the lesson better" (Mean = 4.04); "Canva presentations make grammar or vocabulary easier to understand" (Mean = 4.02); and "I prefer my teacher to use Canva presentations rather than only talking or writing on the board" (Mean = 3.99). These responses suggest that students strongly believe in the effectiveness of Canva presentations in clarifying and simplifying the lesson content.

In terms of emotional responses, students also reported enjoyment and motivation when Canva was used. It can be shown by three statements as follows: "I feel more motivated to learn when the teacher uses Canva presentations" (Mean = 3.87); "I enjoy learning English when my teacher uses Canva presentations" (Mean = 3.86); and "I hope my English teacher uses Canva presentations more often in future lessons" (Mean = 3.86).

Behaviorally, Canva presentations can encourage students to actively participate in learning activities. As can be shown from these statements: "Canva presentations encourage me to participate more in class" (Mean = 3.84); and "The visuals in Canva presentations help me focus on the lesson" (Mean = 3.93). Even though one statement "I find English lessons boring when Canva presentations are not used" received a slightly lower mean score (3.50), it still shows a level of preference for Canva over conventional methods.

Table 4. Categorization of Students' Responses towards the Use of Canva Presentations in Learning English

No	Categorization	Number	Percentage		
			SD+ D	N	SA+ A
1	Students believe that using Canva presentations helps them better understand, remember, and learn English more effectively	S2, S5, S7, and S8	5.4	22.5	71.12
2	Students feel more motivated, confident, and interested in learning English using Canva presentations	S1, S3, S4, S10, S11, and S12	8.23	26.93	64.9
3	Students show more active participation and focus in English class when Canva presentations are implemented as a teaching tool	S6 and S9	5.4	28.1	66.55

According to the table, most students held a positive perception regarding the use of Canva presentation as a media to learn English. As much as 71.12% students believed that Canva presentations helped their learning activity effectively (S2, S5, S7, and S8). The beliefs indicator shows that the students' understanding and retention of English materials were improved through the use of Canva Presentations. They also believed that the explanation of complex materials like grammar and vocabulary were easier to grasp. These findings are relevant with a previous study from Nanda and Fatimah (2023), which claimed that the utilization of Canva helped students to understand the lesson, specifically in the context of completing assignments, increasing learning focus, and comprehending the English content. Additionally, this study revealed that the students prefer the integration of Canva Presentation in English class rather than conventional methods. Similar to Gito and Matriwati's (2024) study, which also found that the majority of students have positive perception toward the implementation of Canva as a learning medium in English class. They felt that Canva was easy to use, beneficial for the learning process, and more satisfying than conventional media. In a nutshell, the findings of this study indicate that EFL students at SMPN 2 Tulungagung have positive attitudes towards the use of Canva presentations in English classrooms.

Emotionally, 64.9% students also became more motivated, confident, and interested to learn English when Canva presentations were used (S1, S3, S4, S10, S11, and S12). This aligns with the research by Gito & Matriwati (2024) where the students also showed satisfaction with the use of Canva as a learning media. Furthermore, 66.55% students were able to actively participate and focus in the class when Canva presentations were implemented (S6 and S9). This showed that the majority of students felt Canva as a learning media was beneficial for their learning process. This mirrored the research by Sugiarni et al. (2024) that revealed as much as 75% of students found Canva was beneficial in helping them to understand the material better. However, there were some neutral responses as much as 22.55%, 26.93%, and 28.1% that proved if some students were undecided about the impact of Canva presentations. A small number of students also showed a negative attitude towards the use of this media which were shown in the percentages of 5.4%, 8.23%, and 5.4%.

Behaviorally, this study found that students were more engaged and participative when Canva was integrated into the lessons ($M = 3.84-3.93$). As shown in Table 4, 66.55% of students agreed or strongly agreed that they showed more active participation and focus in English class when Canva was used as a teaching tool. Similar to the findings of Sugiarni et al. (2024) This study provided qualitative support for this, noting that Canva boosted student creativity, confidence, and interaction in vocational school contexts. The teachers in this study also observed improved learning outcomes, creativity, and presentation quality of students. However, unlike the present study which focused on lower secondary students, the researchers also briefly highlighted infrastructure issues like internet access and limited features in the free version of Canva, which did not significantly emerge in this study.

Overall, the integration of these studies reveals a consistent trend which is Canva as a digital learning tool could improve students' cognitive understanding, emotional motivation, and classroom behavior across many educational environments. The overall data confirms Canva's contribution to create a more interactive, students-centered, and visually appealing English language learning environment even with a few indifferent or unfavorable answers.

4. CONCLUSION

The purpose of this study is to investigate the attitude of seven and eight grader EFL students in SMPN 2 Tulungagung regarding the use of Canva presentations in English classrooms. The

researchers wanted to uncover what are their beliefs, feelings, and behavior towards the implementation of this learning media. According to the result, among the 112 students, most of them performed positive attitudes towards English learning activity using Canva presentations. They believed this engaging tool helped them understand the materials easily and they preferred this rather than conventional method. It also increased their learning motivation, which encouraged them to participate more actively in the learning activity. However, there were still 22-28% of students who showed a neutral attitude, and as much as 5-8% of them even reacted negatively. For further studies, it is suggested to employ a qualitative approach by using interview or Focus Group Discussion (FGD) to explore more deeply about the reason, experience, and factors that affect students' attitudes toward the utilization of Canva in learning English. Since this study was conducted in a school with inadequate technology infrastructure, future researchers can compare the students' attitudes from different technological conditions to see the influence of the environment on their attitudes towards digital learning media such as Canva.

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APPLYING ADDIE MODEL TO ENHANCE ENGLISH LEARNING MATERIALS FOR NON-ENGLISH MAJOR: A DEVELOPMENTAL RESEARCH APPROACH

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Abstract: This research is motivated by the upgrading of the Diploma III Informatics Management Study Program, Information Technology Department, to the Diploma IV Study Program based on the Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 33/D/OT/2022 dated March 4, 2022. This also impacts changes in the curriculum and, accordingly, in teaching English courses that apply the principle of ESP (English for Specific Purposes), where the English language is taught in the context of the learner's field of science. Previously, the author conducted a needs analysis, which will serve as a reference for creating learning designs and developing teaching materials. The development of the teaching material is carried out by applying the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation), which has proven effective in developing materials. The result of the research, thus, is a textbook intended specifically for first-year students taking the English Basic Course.

Keywords: *ADDIE Model, material development, non-English major*

1. INTRODUCTION

Based on the Decree of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 33/D/OT/2022 dated March 4, 2022, the Applied Undergraduate Business Information Systems Study Program (Diploma IV SIB) was established as an upgrade from the Diploma III Management of Informatics (Diploma III MI) Study Program at Politeknik Negeri Malang. Thus, it affected the learning of English courses that were previously presented with general topics in the context of the field of Management of Informatics. Because it is taught in a non-English study program, the learning of this course ideally applies the English for Special Purposes (ESP) approach, where English is taught in the context of Business Information Systems. The teaching materials are tailored to these needs so that students will become accustomed to using language components, namely vocabulary, grammar, and functions within the contexts, while, at the same time, improving their language skills.

So far, the teaching materials used in English courses in the Diploma IV SIB Study Program still use the modules taught for the Diploma III MI Study Program. Because it was deemed inadequate to meet student needs, the researcher in 2024 conducted an initial series of teaching materials development by analyzing English teaching and learning needs. This needs analysis was conducted through a literature study on the curriculum and syllabus, and interviews with the Diploma IV SIB Study Program Coordinator, curriculum coordinator, lecturers teaching core courses, and those teaching English for Business courses at the Business Administration Department. In addition, the researcher distributed questionnaires to the students of this study program who were currently or had taken English courses. The data collection resulted in a learning



design for both courses, including the topics used for the modules, as this learning was tailored to the context of the respective fields. Furthermore, the questionnaire results also provided an estimate of students' English language competency levels and the types of desired and expected learning activities.

Furthermore, in developing teaching materials, an appropriate model is required. One such model is the ADDIE model. Based on the researcher's literature studies, it can be concluded that, in general, this model provides a clear and structured framework that enables instructional designers to design effective and efficient teaching materials. Furthermore, this model can improve the quality of teaching materials by combining various types of media and methods appropriate to learner characteristics (Wena, 2014). This model also allows teaching materials to be more interactive and engaging for students.

The ADDIE model stands for Analysis, Design, Development, Implementation, and Evaluation. In this study, the expected output was a product for teaching materials for English courses. Basically, this model is a product development model, not a model per se (Branch, 2009). Furthermore, Branch explained that the application of ADDIE is considered the most effective in creating educational products and other learning resources. This is supported by Dick & Carey (2004), who stated that one reason for the ADDIE model's effectiveness is its close relationship with good design, clear learning outcomes, carefully structured content, appropriate workload for teachers and students, integrated media, relevant student activities, and evaluation that is strongly linked to the desired learning outcomes.

In Indonesia, various studies have examined the use of the ADDIE (Analysis, Design, Development, Implementation, Evaluation) development model in creating English language teaching materials for both elementary and secondary education, as well as higher education, in general contexts and ESP. Since the researcher develops a teaching material to be applicable for non-English majors in Indonesia, the references are taken from the relevant studies.

Surgawin, Joebagio, & Djono (2017) developed a translation module based on Communicative Translation for English Language Study Program students at Universitas PGRI Madiun. The background was the students' low competence in translating English texts into Indonesian. The ADDIE model was applied from the needs analysis stage, module design, product validation and testing, to implementation and evaluation of the module's effectiveness in learning.

Meanwhile, Masruddin & Idris (2019) designed blended learning and ESP-based teaching materials for students in the Islamic Religious Education Study Program at IAIN Palopo and IAIN Manado. The existing teaching materials were deemed too general and did not address the students' specific needs. ADDIE was used to develop teaching materials based on student needs, including the use of Google Classroom as an online learning medium. Evaluation was conducted through questionnaires and interviews to revise the product.

A study by Kusmanto & Siregar (2019) focused on developing a Semester Learning Plan (RPS) based on Task-Based Language Teaching (TBLT) for engineering students at the Medan State Polytechnic. ADDIE was used to develop learning outcomes relevant to the workplace, using a task-based learning approach. Although ESP was expected to be implemented, students' limited English proficiency presented a challenge.

In the context of secondary education, Retnowati, Subandowo, & Rusmawati (2021) developed teaching materials for expository texts and personal letters for students at Muhammadiyah 4 High School in Surabaya. The learning model implemented was Cooperative Learning through the Think-Pair-Share (TPS) and Student Teams Achievement Division (STAD) strategies. The ADDIE model was used to design and implement teaching materials that met the requirements of the 2013 curriculum.

Furthermore, Surani et al. (2022) developed an English for Law e-module for law students at Bina Bangsa University. Driven by the lack of suitable teaching materials and the high difficulty of reference books, the e-module was developed using ADDIE and utilizing a digital design platform (Canva). The evaluation showed that this e-module was highly feasible and effective in improving students' understanding of English Law material.

Finally, Kaptiningrum (2024) developed ESP teaching materials for students at the Faculty of Islamic Studies (FITK) IBN Tegal. They found there was a lack of uniformity in learning outcomes, and the grammar and vocabulary taught were limited. Using the ADDIE model, the teaching materials were tailored to the needs of each study program, such as Islamic Religious Education and Guidance and Counseling. A comprehensive evaluation was conducted through phased trials and expert reviews to ensure the quality and effectiveness of the developed textbooks.

To sum up, all studies demonstrate that the ADDIE model is highly effective and systematic in developing English teaching materials at various educational levels and subject areas. The ADDIE stages ensure a needs-based design process, expert validation, and implementation that directly impact student competency improvement.

Compared to the previous studies, this study is the continuation of the research in 2024 entitled "Analysis of English Language Learning Needs in the Diploma IV Business Information Systems (SIB) Study Program to Support Project-Based Learning (PBL)". From the title, it can be concluded that the researcher implemented the first stage of the ADDIE teaching materials development model, namely Analysis. The results of the research were in the form of topics or themes that would be used to compile the Course Outlines for English courses mentioned in the Diploma IV SIB Study Program curriculum. Just like previous studies, English in this study program is taught using the ESP approach, where English is taught in the context of Business Information Systems.

The researcher has been implementing the Blended Learning model, similar to the research of Masruddin & Idris (2019), where teaching materials including teaching modules, presentation slides, additional materials, learning videos, and practice questions, quizzes, and mid-term exams are uploaded to the Learning Management System (LMS) of Politeknik Negeri Malang so that students can access it anywhere and anytime and study the material given every week before face-to-face meetings in class.

2. METHODS

This study is included in Design and Development Research (DDR). According to Richey & Klein (2007), DDR is "...the systematic study of design, development, and evaluation processes to establish an empirical basis for the creation of instructional and non-instructional products and tools, and new or enhanced models that govern their development." In other words, DDR is a research approach that generally emphasizes the product development process, involving context and situation analysis, as well as product evaluation.

The product in question in this research is a textbook for the Basic English course in the Diploma IV SIB Study Program, Department of Information Technology, Politeknik Negeri Malang. The development of these teaching materials implements the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation.

2.1. Subjects

The subjects of this study were the first-year students of the Information Technology Department, especially the Diploma IV SIB Study Program, who are taking the Basic English course in the Odd Semester of 2025/2026 academic year.

2.2. Data Collections

The data collection for this study was carried out using various methods, namely literature study, observation, interview, expert validation, and questionnaire.

2.1.1. Literature Study

This literature study was conducted to obtain theories and references related to the curriculum and syllabus of the DIV SIB Study Program, the development of teaching materials, the ADDIE model, and teaching materials related to ESP and improving English language competency, which includes language skills (listening, speaking, reading, and writing), and language components (grammar, vocabulary, and functions).

2.1.2. Observation

This observation was conducted primarily during the implementation stage of the developed teaching material draft.

2.1.3. Expert Validation

Expert validation was conducted during the development stage, where the teaching material was validated by both experts in English teaching material development and experts in educational technology.

2.1.4. Questionnaire

The questionnaire was distributed after the implementation phase to obtain student feedback. The results will be used to revise the draft teaching materials so they are ready for use in the following semester.

2.2. Procedures

This research is a Design and Development Research (DDR) study implementing the ADDIE model, adopting the theory of Januszewski & Molenda (2008), with the following procedures:

2.2.1. Analysis

This analysis stage was previously conducted in the researcher's previous study (2024) entitled "Analysis of English Language Learning Needs in the Diploma IV Business Information Systems Study Program." Six sub-needs analyses were conducted: a) target situation analysis, which identifies what students need to know in the targeted context; b) discourse analysis, which explains the language used in the targeted context; c) present situation analysis, which examines the competencies or skills currently possessed by students related to the targeted needs; d) learner factor analysis, which includes students' desired strategies, perceptions, and expectations regarding the planned course; e) teaching context analysis, which relates to resources, time, skills, and attitudes of the faculty; and f) task analysis, which identifies tasks or evaluations required in the targeted context.

2.2.2. Design

The design stage consists of several planning stages for developing teaching materials, as follows:

Preparation of teaching materials by reviewing core competencies and basic competencies, as well as learning outcomes formulated in the Diploma IV SIB Study Program Curriculum to determine learning materials based on facts, concepts, principles, and procedures, as well as learning time allocation, indicators, and assessment instruments.



- Designing teaching and learning activities
- Selecting teaching material competencies.
- Designing learning materials and assessment instruments.

2.2.3. Development

In developing teaching materials, there are two important goals to achieve: a) producing or revising teaching materials to achieve the formulated learning objectives; and b) selecting the best teaching materials to achieve the learning objectives.

2.2.4. Implementation

The implementation stage is the stage where the developed textbook is implemented in real-life classroom situations. In other words, the developed teaching material is delivered following the learning objectives. After being implemented in learning activities, an initial evaluation is conducted to provide feedback on the subsequent implementation of the developed teaching materials. This feedback is obtained by consulting English language teaching experts and teaching materials development experts to validate the draft teaching materials.

The main objectives of the implementation stage include: a) guiding students to achieve learning objectives; b) ensuring problem-solving to address issues previously encountered by students during the learning process; and c) ensuring that students' abilities have improved at the end of the learning process.

2.2.5. Evaluation

Evaluation is conducted to assess the development of teaching material. Evaluation results are used to provide feedback on the development of teaching materials. Students are also asked to provide feedback through questionnaires. Then, revisions to the draft teaching materials are made based on the evaluation results or unmet needs, resulting in the desired teaching materials ready for use as planned, namely English for Business Information System 1.

3. RESULTS

The data collection in this study starts from the Design stage since it is a continuation of the researcher's previous study. In this stage, the textbook is designed in accordance with the topics arranged for the Basic and Advanced English Courses. This study focuses on the Basic English Course; thus, the topics are *The Development in Information Technology, Information Systems in Business, Accounting, Management, and Business, Software Development Life Cycle, Human Computer Interactions, and Work Health and Safety*. The topics are carefully chosen from the core courses listed in the D4 SIB Curriculum, and the materials are developed accordingly. In the curriculum, the Learning Outcomes expected to be achieved by the students taking the Basic English Course, as stated in the Curriculum, are "students can convey ideas, work plans, and activity results professionally, both verbally and in writing, in Indonesian and English". It is too general, actually; yet, the researcher developed the materials in such a way that they facilitate the students to fulfill the expected Learning Outcomes and are relevant to the teaching of English in the study program. The researcher, then, designs the Course Outlines and Syllabus.

The teaching of English in the study program applies English for Specific Purposes, where English is taught within the context of the students' core studies, i.e., D4 SIB. It is relevant to what is suggested by O'Dowd et al. (2019) that ESP courses integrate language instruction with discipline-specific content, allowing learners to more effectively engage with the texts, communication practices, and discourse norms relevant to their academic or occupational areas. Moreover, unlike general English instruction, which typically employs a broad, standardized

curriculum, ESP is designed to develop language skills that are directly applicable to specific fields of study or professional domains (Cañado, 2010). Therefore, the materials are developed to improve all four language skills and language components, specifically grammar and vocabulary, within each of the topics previously mentioned. Moreover, the materials are taken from available references, such as textbooks, and also the researcher's ideas. In the designed textbook, the researcher uses free-downloaded images from the internet to make it more interesting.

After the Development stage finishes, the textbook draft finishes. The researcher proceeds to the Evaluation stage, where the researcher requests a review and validation from a language expert and the editor of Polinema Press, the publisher of the designed textbook. According to the expert's review, it is suggested that the researcher re-formulate the learning objectives for each chapter, as some of them are not suitable for the D4 levels. In addition, the researcher should encourage the planned learning outcomes to be achieved through the learning activities. Moreover, after some consideration, the researcher discusses the title of the textbook, i.e., Basic English 1, with the editor and changes it to English for Business Information Systems 1.

After getting through the Implementation stage, the designed textbook is implemented in accordance with the designed Course Outlines. At the first meeting, the researcher, who is also the lecturer, introduces the Course Outlines and Syllabus to the students and shares the textbook on the LMS. In each meeting, the students also know what the agenda for each meeting is, the topics to be discussed, and the learning outcomes they are expected to achieve, along with the assignments and quizzes. During each meeting, the researcher also observes the students and takes some notes to evaluate the learning activity processes. From the observation, it can be concluded that the students at first seem to adapt themselves to the English course since it is quite different from what they got in high school. In here, they have to use English actively in the given context, i.e., Business Information System. From the activities, another point worth mentioning is that scaffolding is necessary for a task, especially in writing. The activities need to be designed in such a way that makes the students more engaged.

Due to time limitations, after the fourth meeting or upon completion of unit 2, students are given a questionnaire to provide feedback. The questionnaire consists of 16 questions designed to gather information through both rating scale items, which measure respondents' opinions quantitatively, and open-ended questions that allow for more detailed qualitative responses. The questions encompass four aspects: the textbook's content, design, and layout, learning effectiveness, and relevance. From the 3 classes the researcher teaches, there are 64 responses in the questionnaire.

In terms of the content of the textbook, the majority of respondents (87.5%) assessed that the material presented in the textbook was aligned with the Basic English course syllabus. Besides that, 90.6% of the respondents think that the content is relevant to communication and business needs in the field of Business Information Systems. In other words, the textbook adequately addresses students' needs in both academic and practical contexts. Most respondents considered the textbook to cover a variety of useful topics, such as negotiation, presentations, and business report writing, supported with clear examples and practices that facilitate student understanding.

Regarding the textbook's design and layout, most of the respondents considered the textbook's design, in terms of layout, fonts, and colors, to be quite attractive and engaging. The Illustrations, charts, or images used in textbooks are relevant and help in understanding the material. In addition to that, the layout of the textbook can be said to be neat and helps readers access the material more easily.



The majority of respondents (75%) think that this textbook increased their motivation to learn English and develop their four language skills. Furthermore, the exercises and assignments in the textbook were deemed effective in assessing student understanding and suitable for both individual and group. Thus, the textbook can be considered quite effective in fostering students' enthusiasm for learning.

In the textbook's relevance aspect, most of the respondents consider that this textbook meets their specific needs as Business Information Systems students. The formulation of learning objectives in textbooks is well-structured, making it easier for students to understand the direction of learning.

Overall, this textbook received positive feedback from the students since it is considered to meet the learning substance criteria, namely completeness, clarity, and relevance of the material. However, the aesthetic and interactivity aspects still need improvement to encourage their motivation and reduce boredom in the learning process. With enhancements to the visual design, the addition of informative illustrations, and the enrichment of practical exercises, this textbook has the potential to become a learning tool that is not only informative but also engaging and adaptable to their needs.

4. DISCUSSION

The study focuses on developing an English Course textbook for Diploma IV Business Information System (D4 SIB) students. It is conducted based on the fact that this study program has just been established, and there is no textbook available for the English Courses. The textbook is developed by implementing the ADDIE method, which comprises five stages, namely Analysis, Design, Development, Implementation, and Evaluation.

Furthermore, the English Course is taught by applying English for Specific Purposes (ESP), which emphasizes the need to customize language instruction to meet the unique needs of learners in particular academic or professional fields (Hutchinson & Waters, 1987). Instructional materials designed for ESP should provide students with the language skills necessary to engage with specialized content. These materials help learners develop a deeper understanding of the typical communication practices, structures, and styles used in their respective disciplines (Stoller & Robinson, 2018).

With those perspectives, the researcher conducts the study, resulting in a textbook for an English course that has been implemented for the first-year students of D4 SIB, academic year of 2025/2026. From the questionnaire, it can be concluded that the students show positive responses and attitudes towards the English book. Furthermore, the language expert and the editor of the publisher also give good feedback about the book, and from the review and discussion, the researcher needs to change the title from Basic English 1 to English for Business Information System 1.

Developing such a textbook as English for Business Information System 1, based on what the researcher has experienced, comes with a unique set of challenges. First, identifying learner needs accurately. Even though a needs analysis was conducted before the development, in fact, during the implementation stage, the researcher found out that students' diverse backgrounds, goals, and proficiency levels should also be considered when choosing effective teaching methods and materials. Another challenge is ensuring language relevance. Since the researcher is trying to apply ESP, selecting vocabulary, grammatical functions, and tasks that are really relevant to the students' language development and future professional context is still found to be difficult. Therefore, the researcher feels that evaluation and revision of the textbook are necessary for improvement. Choosing relevant content and designing engaging tasks with simpler instructions should also be

carefully planned. As the students are different in terms of background and language competency, the researcher needs to consider scaffolding content and use visuals, summaries, and examples to support understanding and avoid cognitive load. Besides that, ensuring that the textbook activities align with learning outcomes and assessment should be considered as well.

ADDIE Model, based on the results of this study, is found to be effective in guiding textbook development from analysis to evaluation. Each of the stages needs to be carefully planned, and the researcher can do some revisions based on the feedback on the Evaluation stage to improve the designed textbook, and may repeat the stages for updating and adjusting it with the students' needs in the future. In terms of designing a textbook that is specifically used by students with a specific academic background, i.e., Business Information System, there are many challenges to ensure that the designed textbook serves as a tailored instructional tool to meet the specific linguistic and academic needs of the students. Since ESP is implemented, it should be considered that, unlike generic English textbooks, it aligns with learners' fields of study, interests, and future professional contexts, making language learning more relevant and motivating.

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A CASE STUDY IN TEACHING AN INCLUSIVE CLASSROOM IN AN ELEMENTARY SCHOOL IN MALANG: CHALLENGES, SCHOOL PROGRAMS, AND MATERIALS

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Abstract: : This study examines the implementation of inclusive education in a public elementary school in Malang, Indonesia. This research uses a case study approach to explore inclusive teachers' challenges, school support programs, and the materials adapted for SEN students. The data collection included non-participatory classroom observation, teacher interviews, and learning activity analysis. The findings showed that the teacher needs to repeatedly explain the materials using a loud voice to make sure every student understands the delivered materials. Also, adjusted materials and assignments for SEN students are applied based on students' conditions. The school also provides private tutors for each SEN student to ensure they get the necessary knowledge. Collaboration between teachers and parents also exists to share students' development. In the classroom, a U-shaped seating arrangement is used to enhance accessibility and foster an inclusive environment.

Keywords: *Inclusive Education, SEN Students*

1. INTRODUCTION

Inclusive education is a movement directly linked to the improvements of the educational system, pioneered by UNESCO in the 1994 Salamanca Conference. Referring to the Guidelines for Inclusion, UNESCO defined inclusion as addressing and responding to all learners' diverse needs through increasing participation in learning, cultures and communities and reducing exclusion within and from the educational settings. This concept includes content, approaches, structures and strategies modification with a common vision that covers all children of the appropriate age range and a conviction that the regular system's responsibility is to educate them (UNESCO, 2005). Inclusive education encompasses strategies and processes to ensure the universal right to quality, relevant education, fostering lifelong learning across all contexts. It promotes diversity, combats discrimination, and aligns with inclusive development goals to create a just, peaceful, and sustainable world where everyone's basic needs and rights are fulfilled (Stubs, 2008).

Inclusive education represents a transformative approach to learning, aiming to accommodate all students, including those with special educational needs (SEN), within mainstream educational settings (Wahyuni et al., 2021). This model promotes diversity and fosters an environment where every child can thrive academically and socially. Implementing inclusive education involves a comprehensive strategy encompassing curriculum adaptation, teacher training, and community engagement, ensuring that the educational needs of all students are effectively met. In the Indonesian context, the Regulation of National Ministry of Education (PERMENDIKNAS) Number 70 Year 2009 is called the inclusive education policy. Although the policy context led to various and even narrowed perspectives on the concept of inclusion, as stated by



Mulyadi (2017), the implementation of schools has significantly increased, and the province supports it- and district-related regulations.

Several studies have analyzed the implementation of inclusive practices in Indonesian educational institutions. Budiarti and Sugito (2018) reveal that the interaction of school members in creating an inclusive culture can be seen from their efforts to cultivate mutual respect among the school members, big support and the role of the principal in engaging all parties, and partnerships between school, parents, and community. Wahyuni et al. (2021) conducted a literature review that outlines obstacles in regular schools' implementation of inclusive education, highlighting the importance of teacher training and support systems to facilitate successful inclusion. Furthermore, Normawati et al. (2024) studied the inclusive education practices at Sekolah Alam Bireuen, focusing on the challenges and efforts to create an inclusive learning environment for children with special needs.

Inclusive education ensures all learners have equal access to quality education regardless of differences. It emphasizes diversity and creates supportive environments that cater to various abilities and learning styles. This study focuses on observing a fifth-grade inclusive classroom in a public elementary school in Malang. Through teacher interviews and classroom observations, it analyzes inclusive practices, identifies challenges, and suggests improvements to enhance accessibility and support for all students. Finally, this study discusses the school's programs to support these students. Moreover, this study examines the dynamics of classroom learning and the implementation of teaching practices to evaluate how inclusivity is adapted to the educational process. This study explores overall inclusivity in the classroom, assessing its effectiveness in promoting equitable learning opportunities for all students. The research questions to address the research aims are:

1. What are the challenges in teaching an inclusive classroom activity?
2. What are the school's programs to support SEN students?
3. How is learning activity adapted for SEN students?

2. METHODOLOGY

This research used a case study design where the researchers used direct observation in an inclusive classroom to gather data on implementing teaching strategies, students' behaviour, interactions between teachers and students, and interactions among students. The observation was carried out using a non-participatory approach. This observation method was implemented to ensure that the natural behaviour and usual teaching and learning activities conducted by teachers and students were not altered during the observation. Non-participatory observation provided deeper insights into the interactions within the classroom, the teaching methods used by the teacher, student responses—particularly those of SEN (Special Educational Needs) students—and the challenges faced during the class. A checklist was prepared as a measurement tool during the observation process, which was later analyzed thoroughly for further insights.

This research was conducted in a public elementary school in Lowokwaru, Malang. The subjects of the study included the teacher, students, classroom learning, and inclusivity in the classroom. The teacher involved was the homeroom teacher of the fifth-grade class. The researchers observed the teaching methods, strategies, and approaches used to foster an inclusive learning environment, particularly in addressing the diverse needs of students. The researchers also investigated the teaching methods, strategies, and challenges the teachers faced in an inclusive classroom.

Additionally, the participants consisted of fifth-grade students, including five SEN students. Two students had intellectual disabilities (low intelligence), while three were slow learners. The

observation focused on all regular and SEN students' involvement, participation, and interaction during classroom activities.

The instrument used in this study was a direct interview with the inclusion teacher in the classroom during the observation. The interview was conducted to comprehend the inclusive education implemented in a public elementary school in Malang, particularly in the fifth grade. It aimed to gather insights into how the inclusion class operated in reality and the perspectives of an inclusion teacher in daily teaching activities. The researchers interviewed the inclusion teacher once the class was over, precisely during the break. The interview was conducted right after the class so that the data obtained from observations and data from interviews with teachers were not too biased. The researcher takes two data sources around the same time on the same day to reduce the possibility of any significant differences between the two data. This way, the researcher can cross-check the data obtained during observation and the views and opinions of the inclusion teacher. Data was collected in the form of voice recording and video recording during the interview sessions.

Table 1. Blueprint Interview for the Inclusive Teacher

No.	Aspects	Indicators
1	Challenges	The challenges faced during teaching
2	School programs	The school programs for inclusive students
3	Learning activity	The learning activity adapted in the classroom

The researchers interviewed the inclusion teacher who taught the observed class. The researchers had made a total of 6 questions that had previously been summarized from 13 questions. The questions were created and revised by the researchers several times in order to fulfill the results that the researchers wanted. Two individuals conducted the interview session to ensure that it was not too conspicuous or disrupted by the students, as it took place in the classroom immediately after the observation. The first person was responsible for asking the questions and recording audio during the interview session, while the other person acted as the documentarian, taking several photos and videos. The interview results were first transcribed, followed by an analysis of data collected from the interview, a checklist, and small notes taken during the observation process. The interview data were coded as (T/Int), the checklist data were coded as (Chk), and the notes from each group member were coded as (Nt/MB).

3. RESULT AND DISCUSSION

Based on the observation and interview that was already conducted, researchers concluded several findings regarding the challenges of being an inclusive teacher, the school's programs to support inclusive students, and how the learning activity adapted for the inclusive students.

Being an inclusive teacher came with its own set of challenges, as they had to cater to the needs of both regular students and students with special educational needs (SEN). Based on the interview with the teacher and the result of the checklist, one of the primary difficulties was the need for repeated explanations. When teaching a diverse classroom, teachers often found that they needed to re-explain concepts multiple times, especially if some students were struggling to grasp the material. In some cases, the teacher had to start the explanation from the very beginning to ensure that all students fully understood the lesson. This was time-consuming and required a great deal of patience and adaptability from the teacher.

Sometimes, some students sought or asked for the teacher's help. The teacher also re-explained everything from scratch when one student said she did not understand yet and was still confused. (Chk)

On the other hand, teaching SEN students presented additional challenges due to their unique learning limitations. SEN students often require more time to process information and complete tasks. For example, while their peers might have already begun solving problems or completing assignments, SEN students might still have been focused on finishing their notes or grasping the basic concepts of the material being taught. This action created a disparity in pace that teachers had to carefully navigate to ensure that SEN students did not feel left behind while maintaining the engagement of the rest of the class.

There are certain limits when regular students begin working on the questions; SEN (Special Educational Needs) students are only limited to taking notes. (T/Int)

Another challenge arose when regular students felt, "Why is he given easier tasks while mine were harder?" This view was because SEN (Special Educational Needs) students were only assigned 2-3 questions, whereas regular students might have been assigned 10-15 questions. While it is necessary to accommodate SEN students' different needs and abilities, this disparity in task allocation could lead to feelings of unfairness or resentment among regular students.

In the classroom, we continue to help the students understand because regular students often ask questions like, "Why is he/she only taking notes?" or say, "Miss, it is easy for them. No wonder they get the perfect score of a hundred." We explain by reminding them that they differ from SEN (Special Educational Needs) students. (T/Int)

The teacher continuously reminded and explained that every human being is unique and has different needs and abilities. For example, SEN students only focused on note-taking in class and were given easy tasks. At this time, the teacher reminded them that they were different and that fairness did not mean giving them the same thing because everyone needed different tools to be balanced with others.

The school has implemented several programs, such as adjusting mid-term and final exam questions for SEN students to support their needs. As discussed in the previous section, for regular classes, SEN students were not required to do assignments but were only required to take notes. While during the midterm or final exam, the materials will be adjusted according to the needs of each SEN student. The school also provided services outside the classroom, with a particular teacher in charge of providing services to support SEN students.

The materials and questions provided are kept the same for all students in the classroom. However, SEN (Special Educational Needs) students are not required to answer the questions; they are only tasked with copying them. For exams, adjustments are made based on their needs, and their test questions will be differentiated accordingly. (T/Int)

In the classroom, seating arrangements were thoughtfully planned to facilitate effective learning. For instance, desks were arranged in a U-shape, allowing teachers to monitor all students closely and provide immediate assistance. This setup promoted inclusivity and encouraged student interaction and collaboration, creating a more supportive and engaging learning environment. Through these programs and initiatives, the school aimed to create an inclusive educational setting that nurtured the potential of every student.

The seats are arranged in a "U" shape to make mobility easier for the students. (Chk). The seat arrangement is U-shaped, with the teacher in the middle in front of the classroom. (Nt/MB)



Figure 1. U-Shape Classroom Seating Arrangement

The learning activity in the observed class began with the teacher greeting the students and checking the attendance list to ensure every student was present. Following this activity, the teacher asked the students about the homework from the previous lesson. After that, the teacher introduced today's topic to the students. During the activity, the students were asked to open their worksheets (*Lembar Kerja Siswa*), and the teacher explained how to calculate the circumference and area of geometric shapes in math. Students were encouraged to ask questions if they found something confusing. The teacher wrote some questions on the board to check their understanding and then asked the students to solve them. At the end of the lesson, the teacher gave them homework on the same topic and then closed the class.

The materials provided to SEN students were adapted to focus on supporting or meeting their needs. This adaptation took the form of separate notes for SEN students specified based on their needs. A special tutor reviewed and evaluated these adapted notes to support their needs. The specialized tutor will also provide support materials suitable for each SEN student's capacity. However, specific accommodations were made in terms of assignments and assessments. SEN students were not required to complete the same assignments as their peers. Instead, they were tasked with noting down the questions from the assignments, which helped them focus on understanding the structure and purpose of the task without being overwhelmed by the expectation to complete it. This adjustment allowed SEN students to engage with the learning process while respecting their pace and capacity.

SEN (Special Educational Needs) students are still provided with notes during the learning process. A special education teacher later conducts their evaluation. Ms. M always allocates two days to meet with the special education teacher. In class, the tasks are adjusted accordingly, but when they are with Ms. M, the learning is tailored to their specific needs. Inclusion learning and therapy are handled by Ms. M. (T/Int)

During exams, further modifications were made to support SEN students. The exam questions were carefully adapted to align with their needs, ensuring the assessments were fair and appropriate for their abilities. These tailored questions allowed SEN students to demonstrate their understanding without being hindered by challenges beyond their capacity. By implementing these adjustments, the school ensured that SEN students were supported in their learning journey while maintaining a balance between inclusivity and individualized attention.

For exams, adjustments are made based on their needs, and their test questions will be differentiated accordingly. (T/Int)

Based on the findings of this study, the teacher stated that there were several challenges in teaching in the inclusive class. One of them was the need for repeated explanations. Additionally, SEN students often require more time to process information and complete tasks. According to reports from early research conducted in the United States (Alper & Ryndak, 1992; Scruggs & Mastropieri, 1995, 2004), this was because students with disabilities tended to perform worse than students without disabilities. Therefore, the teacher implemented several strategies in the classroom that were quite significant to support inclusive classroom learning practices. For example, the teacher carefully navigated the classroom to ensure that SEN students did not feel left behind while still maintaining the engagement of the rest of the class. In line with Avramidis & Norwich (2002), who stated that positive attitudes towards learners are an effective way to carry out the learning process, the teacher also demonstrated more enthusiasm and patience in this context.

School efforts to support inclusiveness were proven in how they created a classroom environment, ensured accessibility, and designed learning activities and methods. Additionally, the use of customized assessments and the involvement of special education teachers highlighted the school's attempts to incorporate inclusivity into its education program. While maintaining equity in the classroom, these steps ensured that students with special needs received the required support. Customizing learning outcomes, objectives, and activities to accommodate students' diverse abilities was also one of the program initiatives from this school. The inclusive curriculum design made Students feel appreciated, respected and represented in the classroom (Setiawan & Qamariyah, 2023).

In the classroom environment and accessibility in a public elementary school in Malang, various strategies were implemented to promote inclusiveness and support diverse learners effectively. One notable approach was using a "U"-shaped seating arrangement, which enhanced accessibility by allowing easy mobility and fostering peer and group interactions. This seating layout encouraged collaboration and inclusion, helping to create a supportive classroom environment (Sipayung & Benarita, 2022). Maximizing multimodal media to support the learning process was considered as a way to encourage the creation of a positive environment and provide materials that were more accessible. These methods not only made materials more accessible but also fostered a positive and engaging atmosphere for all students (Haniya et al., 2019).

Teachers' practices in the classroom showed a strong commitment to inclusivity. The use of visual aids, verbal explanations, and hands-on activities was particularly beneficial for students with intellectual disabilities and slow learners, enabling them to interact with the content in diverse and interesting ways. Modifications to support SEN students were also ensured to align with their needs.

Classroom practices observed in this study revealed that while some regular students were active in class, others (especially SEN students) tended to be passive. Interactive teaching strategies, ice-breaking activities, group discussions, educational games, etc., can overcome students' deficiency in collaborative learning. This increased students' engagement in learning and created opportunities for social connections between regular students and those with special educational needs (SEN).

4. CONCLUSION

The observed public elementary school in Malang has a crucial role in creating a creative, supportive environment to meet the needs of all students. These include adjusting the learning materials to fit the SEN students' abilities. It will help the SEN students to understand the materials



better. Also, applying for extra meetings with the students outside the class to discuss the learned materials and control their development in studying. Then, regular meetings should be held among the school staff and the parents to discuss the student's behaviour in the classroom. The staff can also give the parents suggestions about what they should do for the children.

Some classes in a public elementary school in Malang are arranged in a U-shape to help students move around the classroom. Teachers can also easily assist each student during the learning activity. Making the students active in the learning activity is important to building their confidence and critical thinking. The observed teacher tried to ask the students several questions and gave trigger questions related to the materials. She encouraged the students to speak and share their thoughts with their friends.

To improve inclusive schools, school staff and teachers should collaborate to use technology and different teaching materials to make learning activities more interesting to the students. Some activities that interfere with the students, such as group work, should also be applied. Unconsciously, the friendship between normal students and SEN students will stick.

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EXPLORING PRE-SERVICE EFL TEACHERS' USE OF INSTRUCTION CHECKING QUESTIONS (ICQS): A QUALITATIVE INQUIRY INTO INSTRUCTIONAL CLARITY

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Abstract: This study explores how pre-service EFL teachers in Malang, Indonesia, used Instruction-Checking Questions (ICQs) to enhance instructional clarity in EFL Classroom. Using a qualitative design, data were collected through Likert-scale questionnaires and semi-structured interviews with participants of the Asistensi Mengajar program. Findings reveal that ICQs are regularly used, particularly yes/no and task-specific types, to ensure students understand instructions given by the pre-service teacher. Participants reported that ICQs was believed could improve student engagement, reduce confusion, and support better task performance. While spontaneous ICQs use was common, some teachers also integrated them into lesson planning. Overall, ICQs were found to foster clearer communication and more structured learning environments in EFL classrooms. This study suggests that training programs should emphasize various ICQs strategies implemented to students' language proficiency to improve teaching effectiveness and learning outcomes.

Keywords: *Instruction-Checking Questions, Instruction Clarity, Pre-Service EFL Teachers*

1. INTRODUCTION

Teaching English as a Foreign Language (EFL) can be tough, especially when students struggle to understand instructions due to language barriers. One helpful strategy is Instruction-Checking Questions (ICQs), where teachers ask specific questions to make sure students understand tasks. ICQs are important because they improve lesson clarity and keep students engaged. Research shows that questioning, including ICQs, encourages students to think actively and participate more (Erlina et al., 2019). In EFL classrooms, where communication gaps are common, ICQs help students follow lessons and achieve learning goals (Richards & Rodgers, 2014). By asking students to confirm or explain instructions, ICQs create a supportive environment that boosts language learning.

Moreover, questioning is a key part of EFL teaching because it sparks interaction and checks understanding. Lynch (1991) explains that questions help test what students know, not just teach new information. A study in Indonesia found that teachers use different questioning strategies, like close-ended and open-ended questions, to help students recall information, think critically, and stay engaged (Astrid et al., 2019). Questioning also increases participation, confidence, and motivation while helping teachers meet lesson goals (Izzati & Wahyuni, 2021; Mustika et al., 2020). However, questioning can be tricky. The type of question affects interaction, and students with lower English skills may struggle with complex questions (Al-Zahrani & Al-Bargi, 2017). In Indonesia, teachers often use simple, low-order questions or check questions instead of deeper ones, and it is influenced by their beliefs and classroom context (Mustika et al., 2020; Rachmawaty & Ariani, 2018). Teachers need to adjust questions to students' language abilities to make them effective.

Clear instructions are also crucial in EFL classrooms. When instructions are confusing, students often ask for examples or repetition. Instructional clarity helps students process information and follow lessons (Civikly, 1992). Sowell (2017) suggests three steps for clear instructions: planning detailed instructions, delivering them with models and checks, and monitoring progress afterward. However, giving clear instructions in EFL settings is challenging. Teachers must explain, model, and adapt activities creatively, using simple language and visual aids to ensure understanding (Zhao et al., 2016; Lien, 2018; Tam & Huong, 2024). Instructions should also use familiar English to build students' language skills (Lien, 2018). This shows that teachers need specific skills to make instructions clear.

Despite the value of ICQs, their use by pre-service teachers in EFL settings is understudied. Pre-service teachers often rely on simpler questions due to limited experience (Fitriati et al., 2020). In Indonesia, where classrooms have students with varied English levels, using ICQs effectively is both challenging and necessary (Sulistiyo et al., 2019). This study explores how pre-service EFL teachers in the Asistensi Mengajar program in Malang, Indonesia, use ICQs and how these questions impact instructional clarity. By examining their practices, the study aims to offer insights to improve teaching quality, particularly in EFL classrooms. The research is guided by these following questions:

1. How do EFL teachers in Indonesia utilize Instruction-Checking Questions (ICQs) in their teaching practice?
2. What are the perceived effects of ICQs on instructional clarity and student understanding in EFL classrooms?

2. METHODOLOGY

2.1. Research Design

This study used a qualitative research approach to explore how pre-service EFL teachers use Instruction Checking Questions (ICQs) to enhance instructional clarity in the classroom. Specifically, this research used interpretative study, which targets to understand phenomena, or a process from the perspectives of those participants involved by using limited frameworks and themes (Ary, et.al, 2012; Cresswell & Poth, 2018). The qualitative approach by using interpretative study design was deemed suitable to gain in-depth insights into the participants' perceptions, experiences, and practices related to the use of ICQs during the Asistensi Mengajar program in Malang City, Indonesia. To support gaining deeper insight, a Likert-type questionnaire was used as a tool to capture general perspectives and patterns in ICQs usage, then followed by conducting semi-structured interviews. It is expected that the result of the research can be personalized and specific to the participants' perspectives.

2.2. Participants

This research used purposeful sampling in which the researchers chose people who can best help to give information about their experiences in using ICQs. This study involved the participation of pre-service EFL teachers enrolled in a teacher training program called Asistensi Mengajar at some schools in Malang city. They were individuals who had studied theory of teaching English and also had classroom teaching experience during their practicum, so that they were qualified and can be considered as "information-rich" (Patton, 2022). The diversity in teaching contexts and school placements allowed for varied perspectives on the use of ICQs.

2.3. Instruments

This study used 2 key instruments in collecting the data for the research, which are questionnaires which each question is followed by likert scale: 1) Strongly Disagree, 2) Disagree, 3) Neutral, 4) Agree, and 5) Strongly Agree, and in-depth interviews. Moreover, in-depth interviews among the EFL pre-service teachers were followed to collect deeper understanding of the issues provided. Each instrument was used to capture specific and detailed information about the usage of ICQ among EFL pre-service teachers. These instruments can be drawn in details:

2.3.1. Questionnaires

Table 1. Questionnaires Blueprint

No.	Aspects	Questions
1	Utilization of ICQs in Teaching Practice	• Frequency of ICQs used • Types of ICQs used • Timing of ICQs used
2	Perceived Effects of ICQs	• Students' Confidence and Engagement in the Classroom • Students' Understanding and Instructional Clarity

2.3.2. In-Depth Interviews

Aligned with the questionnaire instrument, the interview section aims to seek deeper understanding of the research's participants. This section extends the questionnaire's results, which discuss two aspects: 1) Utilization of ICQs in teaching practice, and 2) perceived effects of ICQs in EFL Classroom. Moreover, in-depth interviews would only be conducted to the several selected participants randomly based on its sampling to acquire better depth understanding towards the issues. By combining these instruments, it is expected that the result of the research would be concrete, and complete based on the research needs.

Table 2. Interview Questions List

No.	Aspects	Questions
1	Utilization of ICQs in Teaching Practice	• How frequently do you implement ICQs in your teaching? Can you tell us the example? • Which types of ICQs do you find most effective in your classroom, and what makes them successful? • Did you plan your instructions, or do you create them spontaneously?
2	Perceived Effects of ICQs	• Have you noticed differences in student understanding when using ICQs compared to when you don't? • In what ways do you think ICQs contribute to the overall clarity of your instructional delivery? • What was the feedback you received from students about your use of ICQs, and how had it shaped your practice?

2.4. Data Collection

Data collection was conducted in two stages. First, the Likert-type questionnaires were distributed via Google Forms, and all participants completed them. Second, individual semi-structured interviews were conducted with selected participants based on questionnaire responses that showed varying levels of ICQ usage. Interviews were conducted in English, lasted approximately 30–45 minutes, and were audio-recorded with participants' consent.

2.5. Data Analysis

Questionnaire data were analyzed using descriptive statistics to identify trends and patterns in participants' reported ICQ practices. The interview transcripts were analyzed thematically following Braun and Clarke's (2006) six-phase framework: (1) familiarization with the data, (2) generating initial codes, (3) searching for themes, (4) reviewing themes, (5) defining and naming themes, and (6) producing the report. Themes were derived inductively to allow authentic representations of participants' experiences to emerge from the data..

3. RESULTS AND DISCUSSIONS

In this section, it discussed the findings from the interpretative study by exploring the pre-service EFL teachers in the Asistensi Mengajar program in Malang City in utilizing the instruction-checking questions (ICQs) and the perceived effects for instructional clarity and students' understanding in the context of EFL classroom. The data themselves were collected through questionnaires by adapting likert-scale to reflect the perspective, and followed by semi-structured interviews with the selected participants to obtain deeper understanding of the perspectives. The findings itself were organized in response to the two research questions: 1) Utilization of Instruction-Checking Questions (ICQs) in teaching practice, and 2) Perceived effects of ICQs to the instructional clarity and understanding in EFL classroom.

3.1. Utilization of Instruction-Checking Questions (ICQs) in Teaching Practice

A survey technique by using questionnaires is conducted to obtain the findings of the utilization of instruction-checking questions (ICQs) in teaching practice among EFL pre-service teachers. As it reflected in the instrument section, there were eight questions that were given to the participants. The questions themselves explored the selected indicators, such as the frequency in using ICQs, the types of ICQs used, and the timing to use ICQs in an EFL classroom setting. This section focused on how the pre-service teacher would implement and use the concept of ICQs for the teaching practice in the classroom.

Table 3. Utilization of ICQs

Questions	N	Min	Max	Mean	Std. Deviation
I regularly use ICQs to check if my students understand my instructions.	11	4.00	5.00	4.54	.522
I plan ICQs as part of my lesson preparation.	11	2.00	5.00	3.54	1.21
I use ICQs more than once during a single activity or task to ensure clarity.	11	3.00	5.00	4.27	.646
I often use simple yes/no ICQs (e.g., "Do we work in pairs?") to check students' understanding.	11	2.00	5.00	3.63	.924
I often use open-ended ICQs (e.g., "What should you do after reading the text?") to encourage students to explain the instructions.	11	1.00	5.00	3.45	1.29
I often use task-specific ICQs (e.g., "How many sentences should you write?") to clarify exactly what is expected.	11	2.00	5.00	3.63	.809
I ask ICQs right after giving instructions.	11	2.00	5.00	3.81	.981
If students look confused, I repeat or change the way I ask ICQs.	11	3.00	5.00	4.27	.646

Based on the findings, it can be shown that all of the statements given were indicated to the positive result, which can be reflected in the mean score for all the aspects that reached more than 3.00, or more than the neutral score. The findings were breakdown into three indicators, which are the frequency of ICQs, types of ICQs, and the timing of ICQs.

First, in the frequency of using ICQs, the highest mean for this section was shown for the items number 1, or "I regularly use ICQs to check if my students understand my instructions", as the mean score was 4.54 (SD = .522). From the score, it can be indicated that the participants are highly aware and frequent to use ICQs in ensuring students' comprehension and understanding of the clarity of the instruction given. Then, the finding itself was strengthened with the item number three, or the use of ICQs was shown to be applied for multiple times in single activity, with the mean score 4.27 (SD = .646). Moreover, an interview for the participants was conducted. Then, it revealed that the frequency of participants using the ICQs was intended for better understanding of the instruction given to the students.

"I use ICQs often, especially when students seem confused. For example, in a reading task, I asked them something like "What do you do after reading the paragraph?" to guide them better". (P8)



"Sometimes I use ICQs to test them, like for new activities. I remember when there was a project-group task, I just asked them randomly like "Are you working in groups or individually?" (P11)

Next, comparing to the various types of ICQs: yes/no question, open-ended question, and task-specific question, participants tend to use yes/no question, with mean score 3.63 (SD = .924) and task-specific question, with means score 3.63 (SD = .809). Open-ended questions were found slightly less common than the other two, which indicated by the mean score 3.45 (SD = 1.29). When it came to the interview, there were not controversial findings related to the ICQs types. Every participant came with their own perspectives and preferences according to their experiences in managing different EFL classrooms, and of course, with different language proficiency profiles among the students. Considering the results of the interview, yes/no ICQs tended to be used for the simplicity comprehension, specifically for the language lower proficiency students—as it aligned with Rachmawaty & Ariani (2018) finding that check questions are prevalent in EFL settings. Then, task-specific ICQs was preferred to make students focus on task detail, and open-ended questions was believed to be able to encourage students for deeper understanding. These various preferences among the participants were reflected in the findings by Al-Zahrani & Al-Bargi (2017), which stated that the various strategic uses of questioning were intended to accommodate different cognitive levels and communication patterns among the students.

"Based on my experience, Yes/no question was more effective because it is straightforward, and it was friendly for lower-proficiency students. They can confirm basic comprehension quickly". (P4)

"It's flexible for me. Task-specific ICQs was also good. It helped students to focus on the details of the process, which is very beneficial for complex tasks, such projects". (P5)

"I think open-ended ICQs was the most challenging for them, because they have to think and clarify their understanding". (P8)

Lastly, the findings also highlight the balance between planning and spontaneity in implementing ICQs among the participants. To have clarity, participants also found to plan the instruction and integrate it into the lesson plan, as it showed from item number two, with mean score 3.54 (SD = 1.21). Despite that, ICQs could also be created spontaneously based on the classroom conditions, such confusion or understanding clarity, which made them flexible in applying ICQs for the students. This is indicated by item number seven, with the mean score 3.81 (SD = .981), and item number eight, with the mean score 4.27 (SD = .646). The flexibility itself was also supported by the interview stated by the participants, which both treatments: plan and spontaneity, would make the instruction to be optimum for the EFL classroom. These findings is aligned with the study by Mustika, et al. (2020), which teacher beliefs would influence questioning practice, and a study by Lien (2018), which the ability to match the instruction to the students' proficiency and capabilities were found to be effective for teacher, especially in EFL context.

"For me, it's flexible. I plan ICQs for detailed instructions but make them up spontaneously if I notice confusion". (P11)

"I use ICQs right after giving instructions because that's when students are most likely to misunderstand something". (P4)

"I create ICQs spontaneously because it feels more natural. The task type and students' responses determine what I ask". (P7)

Considering the findings, it can be suggested that participants, who are the pre-service EFL teachers, were likely to implement ICQs as the part for the instructional clarity in teaching practice. ICQs was also found to be frequent to use, especially to comprehend students' understanding towards the instructions given, and adapted to the students' proficiency and needs. It was aligned with the study by Sowell (2017) in the delivery stage of instruction, where having checking understanding is crucial to do as a teacher. Nevertheless, the reference to the students' ability and the form of the questions must be behaved wisely, especially by reflecting on the EFL conditions, where the various proficiency levels can be challengeable, as it is aligned by the study of Mustika, et al. (2020).

3.2. Perceived Effects of ICQs on Instructional Clarity and Student Understanding in EFL Classrooms

Table 4. Perceived Effects of ICQs

Questions	N	Min	Max	Mean	Std. Deviation
I regularly use ICQs to check if my students understand my instructions.	11	4.00	5.00	4.54	.522
I plan ICQs as part of my lesson preparation.	11	2.00	5.00	3.54	1.21
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I often use open-ended ICQs (e.g., "What should you do after reading the text?") to encourage students to explain the instructions.	11	1.00	5.00	3.45	1.29
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I ask ICQs right after giving instructions.	11	2.00	5.00	3.81	.981
If students look confused, I repeat or change the way I ask ICQs.	11	3.00	5.00	4.27	.646

The data from the second section of the questionnaire indicate strong positive perceptions of ICQs' impact on instructional clarity and students' understanding. Participants said that ICQs are not only helping them to teach but also helping students to pay attention to main parts of a task ($M = 4.36$, $SD = 0.674$) and making them get more actively involved in the learning process ($M = 4.27$, $SD = 0.646$). Moreover, ICQs were also effective in reducing students' confusion ($M = 3.72$, $SD = 1.27$) and the need for repeated instructions ($M = 3.81$, $SD = 0.873$), and allowing teachers to recognize when to simplify or repeat instructions to the students ($M = 4.09$, $SD = 0.943$). Lastly, teachers' confidence in designing and asking ICQs was moderately high ($M = 3.72$, $SD = 0.786$), especially when it comes to creating ICQs spontaneously during the learning process ($M = 4.00$, $SD = 0.894$).

Furthermore, interview responses indicate three main themes: enhanced understanding, improved task performance, and a more structured classroom environment. Participants noted that ICQs reduced students' confusion and increased students' engagement by focusing their attention on task requirements, which aligned with Civikly's (2009) statement that clear instructions can help cognitive processing. For instance, ICQs helped students clarify multi-step and complicated tasks, such as group works or writing assignments, by breaking down instructions into smaller and manageable parts. This supports Sowell's (2017) stages of instruction, particularly the delivery stage where modeling and checking understanding could enhance clarity.

"ICQs clarify instructions, especially for complex tasks. Students seem more certain about what to do after answering." (P5)

Participants were also observed to be believed to have better task performance when using ICQs compared to regular lessons without them. Students made fewer mistakes and required less guidance, which indicated that ICQs improved their comprehension and task completion, as supported by Izzati and Wahyuni's (2021) findings on questioning's role to encourage activity. Additionally, ICQs contributed to a more organized classroom by helping students understand what to do from the beginning, which can lower disruptions and aligned with Lien's (2018) idea that comprehension checks are effective in teaching.

"Students perform better with ICQs. They complete tasks more accurately because they understand the instructions." (P7)

The usefulness of ICQs was supported by feedback from both students and mentors as well. Students reported increased clarity and confidence, while mentors recommended using more varied or precise ICQs which encouraged participants to develop their techniques.

"Students say ICQs help them understand tasks better. My mentor suggested using more open-ended ICQs, so I've tried that." (P8)

The findings underscore ICQs' significant role in enhancing instructional clarity and students' understanding in EFL classrooms. ICQs create a more structured learning environment by providing active engagement and reducing misunderstandings from the students. However, the moderate use of open-ended ICQs suggests a potential area for growth, as questions that require high-order thinking could stimulate students' critical thinking.

4. CONCLUSION

This study breaks down the significant impact of using Instruction-Checking Questions (ICQs) to enhance students' understandings toward instructional clarity in EFL classrooms, particularly among pre-service teachers of Asistensi Mengajar program in several schools located in Malang, Indonesia. The findings reveal that ICQs are frequently used by pre-service teachers to ensure students comprehension to teachers' instructions and commands, with yes/no questions and task-specific questions being more common because of their simplicity and directly focused on the tasks' details. Moreover, ICQs show positive impact in reducing confusion, increasing engagement, and improving task performance, which lead to a more structured learning environment. These results emphasize that effective questioning strategies encourage active participation and support language learning in EFL settings, which align with the existing research.

However, the moderate use of open-ended ICQs indicates an area for growth and improvement, as these questions can promote students' critical thinking and deep understanding. Therefore, pre-service teachers should be more creative and innovative in creating more varied ICQs and adapt them with students' proficiency levels. By integrating ICQs into lesson planning and adjusting them to classroom needs, teachers can further develop a more optimized instruction clarity. In essence, this study underscores the importance of using ICQs in EFL classrooms and suggests that teacher training for professional development should emphasize the strategic use to enhance teaching quality and student outcomes.

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THE ERA OF ANTHROPOMORPHIZED GENAI: WILL AI REPLACE HUMAN TEACHERS IN LANGUAGE LEARNING?

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Abstract: The emergence of increasingly sophisticated and human-like Generative Artificial Intelligence (GenAI) in its interactions and feedback has triggered anthropomorphism, where users not only treat AI like humans but also feel as if they are interacting with them. In the context of English language learning, this raises concerns: will AI replace the role of teachers? This study aims to explore secondary school teachers' and students' perceptions regarding the potential for anthropomorphized GenAI to replace human teachers. Using a multiple case study design, the study involved three teachers with over two years of teaching experience and three students with adequate English proficiency. All participants had actively used GenAI and were well-known to the researchers. Findings indicate that although GenAI is perceived as helpful in English learning, particularly in providing rapid information and feedback, both teachers and students reject the idea of GenAI completely replacing human teachers. GenAI's limitation in emotional intelligence, cultural understanding, and ethical judgment were the primary reasons. Instead, participants envisioned a hybrid learning model where GenAI serves as a supportive assistant, while the teacher retains a central role in the educational process. These findings contribute meaningfully to the ethical and pedagogical implications of GenAI integration in English language learning.

Keywords: *Generative Artificial Intelligence, GenAI, Anthropomorphism, Teachers, English Language Learning*

1. INTRODUCTION

Discussion around AI in academic settings has become intense in recent years. A news headline even claimed that "Many academic articles in the journals seem to be written by ChatGPT" (DetikEdu, 2024). Such a statement is quite provocative, raising academic integrity issues due to the help of AI. Technological development does not always go hand in hand with human readiness. The development of AI is like a double-edged sword. Its rapid advancement is an advantage that greatly helps academic practitioners in improving their capacity (Eltaiba et al., 2025). Practitioners believe that AI is one of the life-changing tools that could help students, particularly students who prefer personalized learning. Students can access information easily, receive instant feedback, and explore unlimited topics with flexible timing.

On the other hand, some academic practitioners view this development as a challenge, especially in the learning process, as students may become over-reliant on AI and less willing to develop their own learning skills. This tension has become a controversy in the academic field. Moreover, there is an increasing fear that AI might replace human roles, including teachers, which adds to the controversy (Cardona, 2023). The assistance of teachers by technology, such as AI, is considered a benefit of technological advancement itself. However, concerns have also arisen about whether, in the future, the role of teachers will be completely replaced by AI. This has then become a source of confusion for some academic practitioners.

In language learning, several AI-based learning platforms such as Duolingo, Google Translate, Grammarly, and Quillbot have greatly facilitated the process of acquiring a second language (Rebolledo Font De La Vall & González Araya, 2023; Rukiati et al., 2023; Yulianti, 2025). These AI



tools provide instant feedback and are very easy to access, especially for learners who prefer personalized learning. Besides, in the last five years, Generative Artificial Intelligence (GenAI) such as ChatGPT, Gemini, Blackbox.ai, and DeepSeek have emerged and are increasingly used on a massive scale. GenAI shares the same foundation as chatbots but in an improved version, where users can psychologically experience the impression of talking to humans. GenAI allows users to interact by involving the emotional side generated through reciprocal conversations (Mishra et al., 2025).

GenAI can mimic human behavior and responses in general; therefore, humans often consider GenAI human-like. Users can even give GenAI a nickname. The tendency to continue interacting with AI leads humans to anthropomorphize AI itself. Mishra and Oster (2025) further stated that getting quick responses without much consideration can hurt users and may affect students cognitively. One of the most obvious impacts is that students' answers are fulfilled only through cognitive needs, while ignoring ethics and emotions. Even these quick decisions can influence students' decision-making in many areas, such as health and political voting (Deshpande et al., 2023).

Several studies have also begun to question the phenomenon of anthropomorphized AI that is likely to replace the role of teachers. Chan and Tsi (2024) conducted research related to this phenomenon. They analyzed 399 university students and 184 teachers across different disciplines in eight higher education institutions in Hong Kong concerning the use of generative AI technologies. The findings section shows that teachers still have passion that cannot be replaced by technology. Meanwhile, several narrative studies were also conducted by (Louis & ElAzab, 2023), Mishra et al. (2025) and Yulianti (2025), which discussed the development of GenAI and its impact on education. The pros and cons of GenAI are also discussed by Deshpande et al. (2023) and (Placani, 2024). They discuss the benefits and disadvantages that academic practitioners may experience due to its massive development.

Despite numerous studies discussing the pros and cons of GenAI, researchers have mostly examined it from a psychological perspective, with some focusing more on the perspectives of students and teachers at higher education institutions. Research by Mabuan (2024) discusses the teacher's perspective on the advantages and disadvantages of ChatGPT only and has not explored other forms of GenAI. Then there is Kostka and Toncelli (2023), who discuss ChatGPT in English language teaching, but only use library research and do not explore the teacher's perspective directly. To date, research investigating the teachers' and students' perspectives regarding the use of GenAI in language learning remains underexplored. Conducting this study will provide insights into how both groups perceive the role of GenAI, especially the probability that GenAI could replace teachers in the future English classroom. Therefore, this study aims to fill the gap in the perspectives of teachers and students regarding anthropomorphized AI. Will GenAI replace the role of human teachers in teaching English? This study will answer the research question: to what extent do they believe anthropomorphized GenAI could replace human teachers in future English classrooms?

2. METHOD

This study adopted a multiple case study design to explore the phenomenon from multiple participant perspectives (Yin, 2018). This design was chosen to gain a deeper understanding of GenAI's perceptions in English language learning. Participants in this study consisted of three English teachers with over two years of teaching experience and three students with adequate English proficiency. All participants were active users of AI in English language learning and were well-known to the researchers.

Table 1. Demographic Information

Pseudonym	Gender	Role	Proficiency/Experience	GenAI Use
Maya	Female	Student	Upper-Intermediate	Frequent
Kira	Female	Student	Upper-Intermediate	Frequent
Roy	Male	Student	Upper-Intermediate	Frequent
Fred	Male	Teacher	3 years teaching English	Frequent
Fatima	Female	Teacher	5 years teaching English	Frequent
Mori	Male	Teacher	3 years teaching English	Frequent

Data from all participants were collected through semi-structured interviews using an interview guide designed to ensure the consistency of the topic. Overall, the interviews lasted 30 minutes and were recorded with the participants' consent. All data collected was then transcribed verbatim for analysis.

The transcripts were then analyzed using inductive thematic analysis based on the framework of Braun & Clarke (2006): (1) familiarizing the data, (2) assigning initial codes, (3) grouping codes into themes, (4) reviewing and revising themes, (5) defining and naming themes, and (6) compiling an analysis report.

3. RESULT

The thematic analysis of interviews with three EFL teachers and three EFL students revealed a range of perspectives on the potential of anthropomorphized GenAI in English language learning. Overall, participants acknowledged AI as a valuable tool for supporting classroom practices but agreed that it cannot replace the unique role of human teachers. Seven major themes emerged from the data, highlighting both the perceived benefits and limitations of GenAI in educational contexts.

3.1. Human-AI Role Differentiation

Participants consistently distinguished the complementary roles of teachers and AI. While AI was considered useful in assisting learning, teachers remained central to guiding and directing the process.

Excerpts:

"Teachers are needed as guides. AI can help, but cannot replace the teacher." (Fred/Teacher)

"AI supports the teacher's role, but cannot take over the whole process." (Mori/Teacher)

"Teachers are still needed to guide how we use AI." (Maya/Student)

These excerpts indicate that both teachers and students clearly position AI as a secondary support tool, while affirming the primacy of the teacher in shaping the learning process.

3.2. Emotional and Cultural Limitations of AI

Another key theme was the recognition of AI's inability to provide emotional connection or cultural sensitivity. Both teachers and students expressed that AI cannot motivate learners, empathize with their struggles, or foster meaningful interpersonal relationships.

Excerpts:

"AI cannot understand or respond to students' emotions." (Fred/Teacher)

"It lacks empathy, and that is something only humans have." (Kira/Student)

"There's no personal connection. Students need motivation, and AI cannot give that." (Roy/Student)

These excerpts reveal that participants strongly believe the affective and cultural dimensions of learning remain uniquely human, underscoring why AI cannot fully replace teachers.

3.3. AI as a Practical Tool for Learning and Teaching

Despite its limitations, participants acknowledged AI's practicality in supporting daily academic tasks. Teachers often relied on GenAI for lesson planning, test design, and material generation, while students used it for writing assistance, grammar checking, and vocabulary building.

Excerpts:

"I often use AI to generate teaching materials." (Fred/Teacher)

"AI helps with grammar brainstorming and simplifying texts." (Kira/Student)

"I use it for idea development, like synonyms when I write." (Maya/Student)

These excerpts suggest that AI is already integrated into both teaching and learning routines, demonstrating its value as an efficient and accessible learning aid.

3.4. Concerns about Overdependence and Laziness

Alongside its benefits, participants also raised concerns about overreliance on AI. Teachers worried that frequent dependence could limit their creativity, while students admitted the temptation to take shortcuts and avoid deeper engagement.

Excerpts:

"Teachers may become overdependent and lose creativity." (Fred/Teacher)

"AI makes us lazy, and we stop exploring other sources." (Kira/Student)

"There is a shortcut tendency. Students just want instant answers." (Fatima/Teacher)

These excerpts highlight the tension between the convenience AI offers and the potential decline in critical thinking, creativity, and independent exploration.

3.5. Mixed Emotional Reactions toward AI

Participants reported varied emotional responses to AI. Some described feelings of support, relief, and motivation, while others remained cautious and skeptical.

Excerpts:

"AI helps me, and I feel supported and motivated." (Fred/Teacher)

"At first I doubted it, but then I felt relieved after trying it." (Fatima/Teacher)

"I feel okay using it. It helps me focus on the positive side." (Maya/Student)

These excerpts show that emotional responses to AI are ambivalent: participants welcome its usefulness but remain wary of its limitations.

3.6. Importance of AI Literacy and Ethical Use

Both teachers and students highlighted the need for responsible and ethical use of AI. Participants agreed that without guidance, AI could easily be misused or relied upon inappropriately.

Excerpts:

"AI lacks ethics and values, so we must be careful in using it." (Mori/Teacher)

"AI is good, but the user must control it." (Maya/Student)

"AI literacy is necessary, so it won't be misused." (Roy/Student)

These excerpts emphasize that participants view AI literacy and ethical guidance as critical safeguards to ensure productive and responsible integration of AI into learning.

3.7. Hybrid Model as the Ideal Integration

The final theme reflected a shared vision of a hybrid learning model. Participants expressed that teachers should remain the primary facilitators, while AI should act as a secondary assistant that supports technical and cognitive aspects.

Excerpts:

"AI should be a support tool, not the primary source." (Fred/Teacher)

"It should help, but students must still rely on teachers." (Maya/Student)

"The teacher leads, AI just supports." (Roy/Student)

These excerpts convey that both teachers and students anticipate a future where AI is integrated into language learning, but always within a hybrid model that centers the human teacher as the main authority.

4. DISCUSSION

The findings of this study confirm that although GenAI has advanced rapidly and introduced increasingly anthropomorphic features, both teachers and students perceive it as a replacement for human educators. Rather, GenAI is seen as a companion that can support the technical aspects of learning while teachers remain central to the educational process. This resonates with Chan and Tsi (2024), who found that lecturers and students consistently rejected the idea of AI replacing teachers, emphasizing that teachers play an irreplaceable role in providing empathy, motivation, and moral guidance. Within the EFL context, this division becomes particularly evident: AI can effectively handle cognitive tasks such as grammar correction, vocabulary building, and material development. This distinction highlights the enduring value of teacher-student relationships in language learning (Moskowitz et al., 2022).

The recognition of GenAI's emotional and cultural limitations further strengthens this argument. Participants highlighted that GenAI cannot respond to learners' emotions or provide culturally grounded insights, which are key to developing meaningful learning experiences. This is consistent with Placani's (2024) critique of anthropomorphized AI as a functional illusion that lacks true empathy, consciousness, or ethical reasoning. For students, this gap implies that AI-based learning remains confined to surface-level cognitive skills, without fostering cultural understanding or character development. Teachers also expressed concern about dependency on AI, which they feared could undermine creativity and critical thinking. This aligns with Mabuan's (2024) study showing that excessive use of ChatGPT discourages deep analysis and exploration, echoing broader concerns in the literature about academic overreliance on automated tools (Kasneci et al., 2023). Taken together, these findings suggest that effective AI integration in ELT requires regulation, critical awareness, and structured digital literacy initiatives.

At the same time, participants reported that GenAI use provided practical benefits, including efficiency, workload reduction, and greater access to learning resources. These perceived advantages are in line with Eltaiba et al. (2025), who argue that digital tools can enhance personalization and learner engagement in higher education when used effectively. However, the positive outcomes of GenAI were consistently tempered by caution, with both teachers and students stressing the importance of user control. This finding underscores the need for AI literacy as a core competency in education, ensuring that teachers and learners alike can harness the technology without compromising academic integrity or meaningful learning outcomes (Zawacki-Richter et al., 2019).

The findings also point toward a broader pedagogical implication: the future of English language learning will likely be shaped by a collaborative, hybrid model where AI and human teachers coexist. In this model, teachers retain responsibility for the emotional, cultural, and



ethical dimensions of education (Holmes et al., 2019; Majors et al., 2020). Within the Indonesian EFL context, this hybrid model offers a particularly relevant framework, as it enables teachers to maintain authority while integrating technology to improve efficiency and broaden student engagement.

Several practical implications follow from these findings. For teachers, GenAI should be used strategically as a pedagogical tool to alleviate administrative burdens, such as creating lesson materials or test items, while ensuring that their primary focus remains on fostering motivation, empathy, and critical thinking. For students, AI is best positioned as a supportive aid that is helpful for tasks like brainstorming ideas or grammar checking, but it should not replace independent thinking or exploration. Teachers, therefore, play a vital role in guiding students toward mindful, critical use of AI. For policymakers, the results highlight the urgency of implementing AI literacy programs that go beyond technical skills, incorporating ethical considerations, information evaluation, and the importance of balancing human interaction with technological mediation. Addressing these areas will allow educational systems to maximize the benefits of GenAI while safeguarding the quality, integrity, and human-centered nature of English language education.

5. CONCLUSION

This research shows that although GenAI is becoming increasingly sophisticated and capable of mimicking human thought and behavior in English learning interactions, neither teachers nor students view it as a substitute for the teacher. GenAI is considered useful, especially for providing rapid information, feedback, and grammar checks. However, GenAI's limitations in emotional intelligence, cultural understanding, and ethical considerations emphasize that the teacher's role remains central to language learning.

The implications of these findings highlight the importance of a hybrid learning model, where GenAI can function as a learning assistant while the teacher remains the primary actor in English learning or the English language classroom. When used appropriately, GenAI can serve as a practical tool without replacing the teacher or diminishing the need for independent learning. Therefore, AI literacy, encompassing technical skills, ethics, and critical awareness, is crucial for integrating GenAI into English learning, not only to improve efficiency but also to maintain educational integrity.

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EFL PRE-SERVICE TEACHERS' PERSPECTIVES ON ENGLISH VARIATION: AWARENESS OF WORLD ENGLISHES AND ELF IN EDUCATION

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Abstract: This study explores the awareness and perspectives of pre-service teachers toward English language variation within the framework of World Englishes. Using a qualitative approach, the research involved semi-structured interviews with ten participants coming from a university in East Java and another in South Sulawesi. Thematic analysis was applied to interpret interview data. An inductive coding method allowed themes to emerge naturally from participants' experiences. The findings show that the participants expressed strong opinions about country-specific English usage patterns, noting how cultural contexts shape communication styles. Significantly, they emphasized the primacy of grammatical correctness and comprehensibility over native-like pronunciation, arguing that intelligibility should supersede accent perfection in language learning. Yet, it becomes hard for them to teach English using other varieties than British RP and American as the learning materials are limited to both. In addition to that, while participants acknowledged the importance of introducing English varieties but faced challenges in classroom implementation, such as students' proficiency levels and curriculum constraints. This study highlights the need for more inclusive ELT practices that recognize global English diversity while addressing the tension between idealized norms and communicative realities in multilingual classrooms.

Keywords: *EFL, Pre Service Teacher, World Englishes*

1. INTRODUCTION

The global spread of English has transformed it into a lingua franca, used by millions of speakers worldwide for communication across linguistic and cultural boundaries. With an estimated 1.5 billion English speakers worldwide, only a fraction of whom are native speakers, the language no longer belongs exclusively to traditionally English-dominant nations but has evolved into a shared tool for international interaction (Crystal, 2003; Graddol, 2006). Additionally, an important point to pay attention to is that many English users around the world are multilingual and use English as one of their language repertoire (Jenkins, 2015; Seidlhofer, 2005). This has led scholars to call for a paradigm shift in the field of English language teaching (ELT) to match the new sociolinguistic landscape of the twenty-first century. This paradigm shift can be seen from two different frameworks: World Englishes (WE) and English as a Lingua Franca (ELF) (Si, 2019). The conceptualization of World Englishes goes back to the early 1960s. In World Englishes, English is categorized into three circles: the Inner Circle (where English is spoken as a native language, e.g., the U.S., U.K.), the Outer Circle (where it holds institutional status due to colonial history, e.g., India, Nigeria), and the Expanding Circle (where it is learned as a foreign language, e.g., China, Brazil) (Kachru, 1965). As English serves primarily as a global bridge language, effective communication is valued more than linguistic purity.

In the context of English as a Lingua Franca (ELF), a concept introduced by Werner Hüllen (1992) and later developed by Jenkins (2000), English is used as a common language among non-native speakers. The implications of ELF for language teaching and teacher education are profound,

as in this context, English is described as a common language for communication between individuals who do not share the same native language (Sung, 2018; Thao et al., 2022). By understanding the term English as Lingua Franca, teachers are increasingly required to navigate multilingual classrooms where students bring diverse linguistic backgrounds and English varieties (Cenoz & Gorter, 2020). When English is learned as a third or additional language, treating these learners as "deficient" for not matching Inner Circle native-speaker norms is unrealistic and unfair. Instead, the focus should reflect the dynamic relationship between English and multilingualism that has shaped the 21st century (Cenoz & Gorter, 2020). In line with this, World Englishes also challenges the mainstream English Language Teaching norms by opposing classroom practices that prioritize only American or British English as the 'correct' variety.

However, despite these theoretical advancements, many teacher education programs still prioritize native-speaker norms (Choi, 2016; Khatib & Abbas, 2017; Sharifian, 2015; Wang et al., 2021), often overlooking the rich diversity of English (Holliday, 2006; Kiczkowski & Lowe, 2018). Many curricula continue to privilege "standard" British or American English, marginalizing other varieties and reinforcing linguistic hierarchies (Phillipson, 2018). Moreover, countries that use English as a foreign language, such as Indonesia, seem to have placed English language and English education as an essential tool to achieve domestic and global success (Choi, 2016). This raises critical questions about how Indonesian pre-service teachers, as future educators who play a pivotal role in shaping how English is taught and perceived, discern these variations and whether they are adequately prepared to teach in linguistically diverse environments. Given that there are so many national and regional varieties of English that are used effectively, the reliance on only American or British standards in teaching seems to be unnecessarily restrictive (Matsuda, 2019). As Hino (2009) argues, the fundamental purpose of teaching and learning English is not merely to learn from native English speakers, but more to facilitate equitable intercultural exchange (Hino, 2009).

Grounded in Kachru's (1985) World Englishes framework and Jenkins' (2000) ELF theory, this study focuses on pre-service teachers' perspectives as their beliefs about English varieties will directly influence classroom practices, materials selection, and assessment methods (Kiczkowski & Lowe, 2018; Matsuda, 2019). By examining these perspectives, the study can contribute to teacher education reform by identifying the gaps in current training program and global Englishes pedagogy which are aligned with the sociolinguistic realities of the 21st century. Using a qualitative approach, this research aims to address the following two questions: 1) How do pre-service teachers perceive World Englishes and English as a Lingua Franca (ELF)? and 2) How might their awareness (or lack thereof) influence their perceptions of English variations?

2. METHOD

To thoroughly understand the integrity of the study, this research adopted a qualitative approach, primarily using semi-structured interviews. The participants consisted of ten students from the 2024 Pre-Service Teacher Professional Education (PPG Prajabatan) program. To maintain confidentiality and ensure anonymity, each participant was given a pseudonym as follows: Participant 1: Hana, Participant 2: Rizwan, Participant 3: Mei, Participant 4: Arjun, Participant 5: Yuna, Participant 6: Datu, Participant 7: Nari, Participant 8: Tao, Participant 9: Asha and Participant 10: Bima. These ten participants were from two local universities in Indonesia and located in different regions: one university in East Java and another in South Sulawesi. The selection of participants from different geographical regions aims to capture a wide range of perspectives by selecting participants who represent diverse contexts (Patton, 2002), which Given Indonesia's vast geographical, cultural, and educational diversity, involving pre-service teachers from different

islands allowed the study to reflect a broader and more nuanced understanding of their awareness and teaching preferences. This approach enhances the credibility and transferability of the findings by acknowledging that regional factors may shape educational experiences in distinct ways.

Semi-structured interview was chosen to allow participants to express their thoughts freely, with flexibility in the sequence and structure of the questions to encourage deeper responses (Kvale, 1996). Thematic analysis was applied to interpret the qualitative data, offering a rich and detailed account aligned with the research objectives (Braun & Clarke, 2006). An inductive, data-driven coding method was employed to analyze the interview content, enabling themes to emerge organically from the participants' narratives (Miles, Huberman, & Saldaña, 2014). This inductive approach ensured that the findings authentically represented the participants' lived experiences within their respective contexts.

3. FINDINGS AND DISCUSSION

The findings of this study revealed how six pre-service teachers experience World Englishes, EFL, and English varieties in their personal and professional lives. Based on the thematic analysis, three emerging themes: perception and awareness of English variations, attitudes toward incorporating varieties in ELT, and strategies for multilingual and varied classrooms.

3.1. Perception and Awareness of English Variations

Pre-service teachers demonstrated their awareness of English variations through personal experiences and observations such as struggling with accents (e.g., Russian, Australian, or regional Indonesian English). For instance, Hana struggled to understand a Russian speaker due to differences in accent and speed, while Rizwan noted challenges with students' thick regional accents. Mei and Arjun mentioned difficulties in comprehending English from non-native speakers, such as K-pop idols or international friends, due to cultural and linguistic differences. These experiences align with Kachru's (1985) framework, which emphasizes the influence of culture on language use. Alongside that, it was also disclosed in the interview that they recognized distinct features in each English varieties.

Hana: "I think Americans tend to be casual when they speak, British RP tends to sound posh because people who use it usually come from the upper class. Singlish has a shorter phrase/way of pronunciation compared to the other Like... they're more to the point."

Datu: "Totally! Like, Australians say things like 'arvo' instead of afternoon. I was like, 'Arvo? Is that a new app or something?' And Singaporean English has lah and lor all the time. It's really cool, like English with local seasoning."

Nari: "English from America, the UK, and Singapore all sound different to me. Even body language and tone vary. American English is more laid-back, while British English sounds very formal. Singlish is more direct and fast-paced like they want to get to the point quickly."

Asha: "In fact, even Indonesians who speak English sound different based on our mother tongues. Someone from Jakarta might sound different from someone in Sulawesi or Sumatra. And when you listen to British, American, or Singaporean English, they all have their own rhythm and vocabulary"



In this anecdote, the participants show awareness which reflects their understanding of English as a dynamic and culturally embedded language (Jenkins, 2015; McKay, 2002; Schneider, 2011). Notably, participants show a prominent point in supporting World Englishes perspectives. However, while participants acknowledged these variations, their exposure was often limited to Inner Circle varieties, which mostly American English with 9/10 participants mentioned that they prefer American English over other varieties. This finding is in line with Galloway and Rose's (2015) who have mentioned that the educational policy of Expanding Circle countries tend to favor or privilege 'standard' English ideology which limit the models of English as they usually adhere to general American or British RP norms (Galloway & Rose, 2015).

Another potential cause of the participants' limited exposure of the other varieties is the media consumption as Yuna and Tao noted. Spolsky (2004) sees this as a linguistic imperialism which refers to 'the intentional destruction of a powerless language by a dominant one' (Spolsky, 2004). In addition to this, Philipson (2012) has also stated that the media play a big role in encouraging the beliefs that the dominant language is superior to others as a 'normal' (Philipson, 2012). This skew mirrors Kachru's (1985) observation that Outer and Expanding Circle Englishes remain marginalized in pedagogical context.

Yuna: "Hmm... probably American English. It's what we learned in school, and like, most movies and YouTube stuff are in that accent."

Tao: "Definitely American. I grew up watching Hollywood movies and listening to American songs, so I'm already familiar with the way they speak. It just feels more natural to me."

The participants' limited references to the exposure of Outer Circle varieties (e.g., Indian or Philippines English) is particularly noteworthy. This finding echoes Matsuda's (2012) study on Japanese English teachers who despite their good understanding and knowledge of World Englishes remained centering the classroom on American norms due to institutional requirements and material availability (Matsuda, 2012).

3.2 Attitudes Toward Incorporating Varieties in ELT

As stated previously, participants' acknowledgement of the importance in teaching English varieties contrariwise their commitment to implement it in their classrooms. To a certain degree, it seems that all of the participants agreed that English varieties should be taught implicitly during the learning process to give students some knowledge on the diversity of English as a language. They also mentioned that not teaching, or at least introducing, students about English varieties will lead students to confusion in practicing their English skills (especially speaking) with other speakers coming from different background

Rizwan: "Yes, I think they should learn it just like their knowledge."

Mei: "We as a teacher should introduce them to it, but teaching them (a) specific variety? I don't think we need to do it."

Datu: "Very important. Especially now, everything's global. Hmm... if they only know one variety, they might get confused when they meet someone with a different accent."

Asha: "Because English isn't just one fixed form. It's being spoken in so many ways across the world. If students are only exposed to one variety, they might get confused or feel frustrated when they meet someone who speaks differently."

The implementation of incorporating different types of English variations is a bit challenging for these participants as students' English proficiency levels are quite varied. Hana mentioned how, instead of teaching different varieties, she would rather use her native language in teaching the students. Rizwan, Mei, and Nari mentioned the use of American English in school simply because the exposure to it is bigger. The underlying reason for this happening is due to the students' ability to understand other varieties of English. Thus, American English was chosen mainly because students are used to it so that they can understand English better.

Rizwan: "I choose this American native. But for Indonesian people I think most of them are familiar with the uh American English."

Mei: "I use native speaker models in my teaching. Most of them are American because they are easy to understand. Sometimes Australian or Canadian, but I rarely use British because it's hard."

Nari: "American English, definitely. It feels more relaxed. And I think because we're more exposed to it through pop culture movies, music, and series."

Mei's comment on using American English due to its perceived accessibility and students' familiarity reveals, again, the tendency of linguistic imperialism. According to Zein (2020), this might happen because there are some institutional constraints like standardized testing and curriculum authority which privilege Inner Circle. The contrast between policies and practice can also be seen in some countries where English is functioning as a foreign language. "English Education Reform Plan", initiated by the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) in 2014 to prepare Japanese students for Olympic Tokyo 2020, was a program that was supposed to help teachers in teaching students communicative English skills. Yet, instead of focusing on intelligibility, classroom practices reveal that teachers are still correcting pronunciation to sound like Americans (Saito, 2023).

This finding and other similar cases that happened in EFL countries underscore the challenges in transforming teachers' understanding of linguistic diversity into more actionable classroom practices that prepare students for global communication.

3.3 Strategies for Multilingual and Varied Classroom

The multilingual condition in Indonesian classroom settings raises challenges for language teachers, especially as English is positioned as a foreign language (Hamied, 2012; Zein, 2020). There are several challenges that the participants have to overcome such as a thick accent, student's insecurity, and uneven language proficiency level. To address these, participants emphasized clarity, confidence, and the use of Indonesian as a bridge language.

Arjun: "When I teach, I usually mix English and Indonesian. First I explain in English, then I translate to Indonesian to avoid misunderstandings."

Nari: "I try to encourage using Bahasa Indonesia so everyone understands, even if they come from different backgrounds. I avoid using local languages in class because some teachers might see it as unprofessional."

As mentioned in the anecdote above, the strategies used often present a temporary answer to the challenges instead of fixing the root causes by incorporating World Englishes principles into the curricula. The reliance on translation and bilingual scaffolding can be referred to as "safe talk"



strategies (Canagarajah, 2013) which prioritize comprehension rather than linguistic diversity. Even though it is practical for immediate classroom management, this approach fails to address the deeper pedagogical imperative of preparing students for global English communication where multiple varieties coexist (Kirkpatrick, 2010). As Widodo (2016) has mentioned, the over-reliance on L1 translation in the EFL education can delay students' intercultural communication strategies that are essential for World Englishes contexts.

These classroom strategies often intersect with persistent ideological debates about language norms, which are relevant to learners' beliefs and expectations. Datu's statement on the intelligibility of the language captures the ELF-oriented mindset of prioritizing communication over conformity. In Indonesian context, English functions as a lingua franca which makes mutual intelligibility more critical than adherence to native norms (Kirkpatrick, 2021). Regardless of that, most of the participants still perceived that those who speak fluently in American or British accents are more likely to be favored by students' parents or institutions as they sound "smarter" than those who do not use native accent. This finding is in line with Seo's (2024) statement about native speakerism which tends to benefit native teachers or local teachers who have lots of experiences in English-speaking countries, such as traveling or studying abroad. While theoretically embracing English varieties, some often practically reinforce native speakerism due to institutional pressure and sociocultural biases as noted by Hana about parental trust.

Hana: "Teachers who have native accent will be seen as someone who are very smart and proficient in teaching. Parents would believe them more."

Mei: "They are not English teacher, so it's okay for them to use any accent and so on. But as an English teacher I uh I think we need to improve our accent so that we can sound professional and competent."

Asha: "There's still this belief that teachers who sound like native speakers are better, which isn't always fair. But it's something we face."

Bima: "Or when parents say things like, "Miss, your English sounds so fluent!" sometimes I wonder, are they complimenting me or testing me?"

Overall, the data gathered from the participants reveal recurring patterns in how pre-service teachers understand and experience World Englishes within their teacher education program. Most participants expressed awareness of multiple English varieties and showed that they agree with the concept of English as a global language. However, their responses also indicate varying degrees of acceptance and confidence in applying this awareness to real classroom settings as actual classroom practices and language attitudes remain shaped by dominant norms and familiar models, particularly American English. These findings offer a clearer picture of the participants' current positioning and lay the groundwork for further analysis in the discussion section.

4. CONCLUSION

This Pre-service teachers demonstrated their awareness of English varieties through personal experiences and observations, particularly when encountering different accents and ways of speaking. Some struggled to understand speakers with unfamiliar accents, such as Russian or Australian English, due to differences in pronunciation and speed. Others noted difficulties communicating with individuals who spoke English with strong regional or non-native influences,



including those encountered through media or international interactions. These experiences reflect their ability to recognize the distinct features of English as spoken in diverse global contexts.

This awareness, however, was shaped largely by exposure to limited types of English. Although Pre-service teachers acknowledged the existence of various English varieties, most of them were more familiar with and preferred American English. A significant majority expressed this preference, which seemed to result from their learning environments and media consumption that predominantly feature American content. As a result, their exposure to Englishes from other regions, such as India or the Philippines, remained minimal, affecting their ability to engage more deeply with the broader spectrum of English variation.

Despite the limitations in exposure, Pre-service teachers agreed on the importance of introducing students to English varieties. They believed that such exposure would help learners avoid confusion when interacting with speakers from different backgrounds, especially in speaking and listening contexts. However, when it came to actual classroom practice, many found this idea difficult to implement. Varying levels of student proficiency made it challenging to present multiple varieties effectively. In response, some chose to stick with American English, which students were more familiar with and found easier to understand.

The challenges faced in the classroom further influenced how pre-service teachers approached language variation. They encountered common issues such as uneven student proficiency, lack of confidence, and strong local accents. To manage these challenges, many relied on strategies like code-switching to Indonesian, simplifying instructions, or focusing on clarity and fluency. While these methods helped maintain communication, they often served as short-term solutions and did not fully support students' understanding of English as a diverse and global language.

Moreover, although pre-service teachers conceptually supported the inclusion of English varieties, many still observed that those who spoke with American or British accents were often perceived more favorably by institutions or parents. These native-like accents were associated with higher intelligence and professionalism, which created additional pressure to conform to these dominant norms. This perception influenced how pre-service teachers positioned themselves and their language choices in the classroom.

In conclusion, while pre-service teachers demonstrated a growing awareness of World Englishes and expressed openness to embracing English variation, their classroom practices remained tied to dominant models, particularly American English. Their understanding of English as a global language was evident, but practical constraints, limited exposure, and sociocultural pressures made it difficult to translate that awareness into inclusive teaching practices. This tension highlights the need for more inclusive ELT practices that recognize global English diversity while addressing the tension between idealized norms and communicative realities in multilingual classrooms.

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THE ENGLISH-ONLY POLICY: EXPLORING PARENTS' PERSPECTIVES IN EDUCATION

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Abstract: The implementation of English-only (EO) policies in Indonesian classrooms has sparked debate, particularly in the context of Indonesia's multilingual landscape. Even though EO aims to enhance English language proficiency, it could affect students' language identity and learning experiences. This pilot study examined parental perspectives on EO policies, considering the role of English as a Lingua Franca (ELF) and its implications for education. Utilizing a mixed-method approach, data were collected from 57 parents in East Java through an online questionnaire. Quantitative data were analyzed using descriptive statistics, while qualitative responses underwent thematic analysis. Findings reveal that parents overwhelmingly value English for its global and academic utility but express mixed feelings about strict EO policies. While many believed that EO policies enhance fluency and confidence, concerns about stress, confusion, and diminished Indonesian language use were also noted. This study underscores the need for balanced language policies prioritising effective communication and cultural identity.

Keywords: *English-Only Policy, Parental Perspective, English Lingua Franca, Language Ideology*

1. INTRODUCTION

In Indonesia, the role of English in education has grown substantially, with many schools, particularly those in urban areas and with international programs, adopting English-only (EO) classroom policies. This trend aligns with global perceptions of English as essential for academic and professional success (Santos et al., 2022). However, the English-only approach also introduces a complex dynamic within Indonesia's multilingual context, where Bahasa Indonesia and various local languages remain central to identity and cultural expression. It is even possible that learners' dominant language (Indonesian language) might not be their mother tongue (local languages) (Kerr, 2015).

Relatedly, the idea of "English as a Lingua Franca (ELF)", where English serves as a common communication tool among speakers of different native languages, also plays a role in parental perspectives. English as a lingua franca (ELF) is a term coined by an applied linguist from Germany, Werner Hüllen, in 1992 which refers to English as a language used for communication among people who have a different native language (Fiedler, 2011). In this case, English is described as three circles, namely the Inner Circle (English serves as a native language), the Outer Circle (English as the institutional and official language), and the Expanding Circle (English is learned as a foreign language) (Kachru, 1995, as cited in Si, 2019). In addition, as the speakers of ELF in the expanding circle are the largest contemporary group of English users around the world, it led to a paradoxical situation since the vast majority of verbal exchanges do not involve any native speakers of the language yet native speakers' perspective to oversee whether things are acceptable to use or not (Seidlhofer, 2005). Given that English functions primarily as a bridge language across linguistic and cultural boundaries, many parents may wonder whether strict English-only policies are necessary or if students should instead focus on acquiring functional, communicative English skills. Effective communication rather than linguistic purity is prioritized in the ELF context, which might contrast with the strict enforcement of English-only rules in Indonesian classrooms.

There has been a number of research related to the position of students' L1 in the teaching practice of foreign languages. Kramsch and Zhu (2014) explained the changes that happen in the

teaching of foreign language practice, especially in the use of L1 during class, called for a more reflective, interpretive, historically grounded, and politically engaged pedagogy than was called for by the old teaching pedagogy or method. Kramsch highlighted that a more modern pedagogy was needed in the globalization era and that teachers needed to renew their language teaching methods (Kramsch & Zhu, 2019). He viewed that EO policy was similar to the Direct Method which originated in the nineteenth century yet was still popularly used. In line with this, Howatt and Smith (2014) stated that regardless of its favorable uses, people forgot that this method was developed for native-speaker teachers who were working in some private schools (for example, in the Berlitz schools) . Related to this, Yang and Jang (2020) stated that the English-only policy functioned as a tool to maintain native-speaker teachers' privilege in non-English-speaking countries (Yang & Jang, 2020). The use of L1 in the EFL context could be related to the countries' socio-cultural ideologies, such as nationalism and gender, which means that the countries might see the language (English) as a threat to students' national identity (Darvin & Norton, 2015). Another study that was done by Sahan et al. (2022) found that teachers and students in a university in Thailand favoured the moderate use of L1 if it was necessary to explain more about the content (Sahan et al., 2022).

Regardless of the several research studies related to the English-only policy in Indonesia's education system, there are still limited studies on how parents, as one of the stakeholders, perceive this policy. Thus, this qualitative study seeks to capture a range of parental perspectives on EO policy in Indonesian classrooms. By surveying parents and analyzing their responses through the lenses of English as a Lingua Franca, this research aims to understand better how English is perceived within Indonesia's unique linguistic landscape. This research aims to know parents' attitudes toward the EO policy in their children's classrooms.

2. METHODOLOGY

2.1. Research Design

This pilot study is a mixed-method research that integrated both quantitative and qualitative data in the study. According to Creswell and Creswell (2018), this design was developed for the idea that quantitative and qualitative research method had their own bias and weaknesses, and thus the combination of both data would neutralize the weaknesses of each form of data. The method used in this study was a survey method; a process of collecting data from a predefined group in order to uncover their insights about specific problems or cases (Ponto, 2015).

2.2. Instrument

Data for this study were collected through an online questionnaire survey. The survey consisted of three sections (respondents' identity, parents' view on English, and English-Only Policy in EFL classrooms). Section two was adapted from Chang (2006) research on "Parents' Attitude toward the English Education Policy in Taiwan" (Chang, 2008), meanwhile section three was adapted from Hoang et al. (2010) research under the title "English-Only Classrooms: Ideology versus Reality" (Hoang et al., 2010). In total, there were 25 questions that respondents needed to answer. These questions were a combination of open-ended and close-ended questions.

2.3. Data Collection and Analysis

The data for this pilot study were collected through an online questionnaire. As the time was limited, the questionnaire was open for two weeks and was filled out by parents who have children in school and live in the East Java province. At the end of the data collection process, there were

57 responses from parents all around East Java. After the data were obtained, the close-ended Likert scale questions were analyzed using descriptive statistics. Meanwhile, the data acquired from the open-ended questions were coded and analyzed using thematic analysis.

3. FINDINGS AND DISCUSSION

3.1. Participants' Background

Regarding the participants' background information, Table 1 below illustrates respondents' demographical background. Whereas for the age, 7% of the respondents were in the age range 21-30 years old, 35.1% were around 31-40 years old, 38.6% were 41-50 years old, and the rest 19.3% were between 51-60 years old. Regardless of the fact that each age group did not have the equal portion, there were still enough representation of each age group which could represent the perspectives from different age groups. The other important thing is the education background of the respondents. The classification was made based on the formal education level: senior high school (14%), diploma (8.8%), bachelor (54.4%), and master (22.8%).

Table 1. Respondents' Birthplace

City	Total	City	Total
Balai Haya	1	Malang	11
Bandung	1	Manado	1
Banjarnegara	1	Medan	2
Bondowoso	2	Mojokerto	3
Denpasar	1	Probolinggo	2
Jakarta	1	Semarang	1
Jember	1	Sidoarjo	1
Jogjakarta	2	Slawi	1
Jombang	13	Surabaya	8
Lamongan	2	Surakarta	1
Magelang	1		

Parental Attitudes toward English

There were seven questions under the section "Parents' View on English". When parents were asked on what age they started teaching English to their children, 57.9% of parents answered that they started to do that when their children were in kindergarten. Whereas a number of 12.3% parents started earlier (two years old or less than that), some also started later (26.3% in elementary school and 3.5% in junior high school). In addition to this, it can be seen in Table 2 that parents took English as a very important language to be learned.

Table 2. Respondents' View on the Importance of Learning English

Question	Strongly Disagree	Disagree	Agree	Strongly Agree
How important is it for your children to learn English?	0%	1.8%	17.5%	80.7%

Yet, nonetheless the fact that more than 90% of the respondents agreed or strongly agreed that English is an important language to learn, could be seen in Table 3 that there were some respondents who rarely helped their children in English (19.3%) and some never even helped them

with that (7%). This result showed a greater number of parents who helped their children in English compared to Chang (2008).

Table 3. Respondents' Involvement in Children's English Learning

Question	Never	Seldom	Often	Always
How often do you help your children in studying English?	7%	19.3%	50.9%	22.8%

The following questions focused on parental perspectives on their children's language. Through these questions, it could be seen how parents saw English as a language and whether they saw it as an elitist language. Table 4 exhibits that parents more than 90% of parents did not have any problem when their children learned English, yet only 22.8% of parents stated that their children were bilingual (English and Indonesian) in everyday communication. However, Table 5 presented the codes extracted from parents' open-ended answers, reflecting that parents thought highly of English.

As the popularity of English has increased (in Table 2), parents agreed that it is crucial to master English since they believed it would be useful for their children's academic future, work opportunities, and global. This view might affect children's exposure to English as Liu et al. (2024) stated that parents' (mothers') involvement would influence their English learning motivation and future education (Liu et al., 2024). Moreover, parents looked at English as not merely a tool to communicate (English as Lingua Franca), yet they perceived it as a way to develop their children's critical thinking, cognition, and literacy. In addition, parents believed that English could give their children better opportunities in their future studies and work (Daqiq et al., 2024; Mackenzie, 2023).

Table 5 also shows how some parents thought that English was superior compared to other languages. When parents were asked their feelings if their children could speak better English than the Indonesian language, the number of parents who showcased positive responses (17) was greater than those who showed negative feelings (10). Meanwhile, the rest of the respondents could not give their stances on this matter (2 respondents: proud and concerned, 28: indifferent). This tendency indicated that parents' language ideologies still take English as a better language and people who have the ability to speak English sound professional and competent (Davila, 2016; Piller, 2015).

Table 4. Respondents' Perspective on Children's Language

Question	Yes	No	Maybe
In everyday communication, do your children use a mixture of English and Bahasa Indonesia?	22.8%	45.6%	31.6%
Are you concerned about your children's nationality when they are learning English?	5.3%	93%	1.8%

Table 5. Respondents' Perspective on Children's Language

Question	Codes	Theme
Why do you think English is important for your children?	• academic (9) • critical thinking (1) • cognitive (1) • literacy (3)	English in the educational field

	- international language (21) - world's language (1) - global (9) - basic language skills (2)	English as a language
	- going abroad (4) - workplace (6) - communication (3) - future (10) - opportunity maker (1) - society needs (1)	English brings better opportunity
	- proud (3) - happy (3) - confident (1)	Parents' feeling to children English
What are your expectations of you children in their English?	- adapt to globalization (2) - communicate well (24) - compete globally (14) - critical thinking (1) - for the future (1) - information and knowledge (4) - study abroad (7) - talk and read well (3)	Parents' expectation
Suppose that your children are more fluent in English than in Bahasa Indonesia, how would you feel?	- concerned (4) - proud and concerned (2) - proud (2) - disagree (3) - happy (2) - happy and proud (13) - sad (3) - indifferent (28)	Parents' feeling when children are better in English than Indonesian Language

After understanding how parents perceived English, this section sought deeper on how they saw English-only policy in their children's English classroom. Table 6 explains that parents believed their children would get better in English if they used English constantly in the classroom. They also took the English-only policy as a good thing to be implemented in their children's English classroom as they mostly thought that their children wouldn't be frustrated if this kind of policy was applied in their classroom. However, regardless of their desire for this policy, they still wished that their

children wouldn't be forced to speak English all the time in the classroom and got the opportunity to use the Indonesian language to some extends.

Table 6. Respondents' View on the Importance of Learning English

Question	Strongly Disagree	Disagree	Agree	Strongly Agree
I like my children to have an English-only policy in their EFL classroom.	3.5%	8.8%	57.9%	29.8%
I think the more English my children use, the better they will be.	3.5%	0%	36.8%	59.6%
I think my children learn better when only English is used in the EFL classroom.	14%	42.1%	31.6%	12.3%
I think English-only policy is a very sensible and effective policy	5.3%	19.3%	47.4%	28.1%
I think my children will be frustrated in an English-only classroom	19.3%	45.6%	29.8%	5.3%
I wish my children's English teacher would speak the Indonesian language sometimes when needed	8.8%	10.5%	47.4%	33.3%
I think my teacher should use the Indonesian language in class to:	8	26	21	5
a. give instructions	9	25	19	5
b. keep discipline and give orders	5	5	38	10
c. translate vocabulary	4	9	38	8
d. explain grammar rules	7	30	15	6
e. ask questions	7	28	20	4
f. present a lesson	7	22	21	9
g. be friendly with students	7	25	19	8
h. supervise individual or group work				

To understand parents' perspectives better, two open-ended questions were given to them. The first questions asked parents about the advantages of English-only policy, and the second one asked them about the disadvantages that children might face. Overall, the responses obtained were pretty similar one to another. Most of them agreed that this policy would be beneficial for their context understanding as well as speaking and listening skills. As for the advantages, below are some excerpts of parents' opinions:

#Excerpt 1

Kiddos will adapt easily to English and their English will progress significantly when the policy is applied in the classroom.

#Excerpt 2

They will be forced to understand and speak in foreign language.

#Excerpt 3

Helping children improve their speaking skills, enrich their vocabulary, and get used to an authentic English-speaking environment. This also encourages children to focus more on



understanding the material without relying on other languages, thereby speeding up their fluency in English.

#Excerpt 4

They will be confident to use English as they are fluent in it.

However, when parents were asked about the disadvantages of this policy, 36.8% of parents wrote that there was no disadvantage of implementing the English-only policy in the English classroom. From all 57 responses, the word “stress” appeared 9 times and the word “confused” appeared 15 times. Moreover, there were 4 responses which concerned the use of the Indonesian language if this kind of policy was implemented in school.

#Excerpt 5

The learning process will run slowly because there will be problems in communication.

#Excerpt 6

Children will be bored and there won't be any significant progress in their English.

#Excerpt 7

If the children cannot speak English well, they will be stressed and confused.

#Excerpt 8

If this policy is implemented in all school area, I am a bit worried with my kids' Indonesian language ability.

A noteworthy finding was found in this study that even though most of the parents agreed on the use of English-only policy in the English classroom, they also agreed that teachers and students could use the Indonesian language at some points. These two things are contradictory one to another. Moreover, an interesting phenomenon arose in this section is that there was a number of parents who thought that English-only policy would only do good on their children's English ability.

4. CONCLUSION

This study highlights the nuanced perspectives of parents regarding English-only policies in Indonesian classrooms. Most of the parents recognized the importance of English for academic and professional success, and supported their children to learn English better. However, their views on EO policies revealed a tension between the perceived benefits of English immersion and concerns about its potential drawbacks, such as stress and reduced use of the Indonesian language. Noteworthy, parents expressed support for a flexible approach, allowing some use of Indonesian to make English easier to be understood and reduce children's frustration. These findings suggested that policymakers and educators should adopt a more inclusive and flexible approach to language instruction so that students' cognitive and cultural needs could be balanced. Further research related to EO should be done with greater amount of respondents and involves broader stakeholder groups in order to provide a more comprehensive understanding of EO policies in diverse educational settings.

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ANALYZING TRANSLATION METHODS AND PROCEDURES FOR THE PLAYING STYLE TERMS IN THE E-FOOTBALL GAME

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Abstract: In the era of globalization, translation plays a crucial role in cross-cultural communication, especially in video games. Therefore, this study aims to identify the translation methods and procedures of the playing style terms from English to Indonesian in the game called eFootball to better understand what procedures and methods are most appropriate to translate in-game terms. There are four translation techniques and procedures that are analyzed by using Peter Newmark's translation theory as the analytical framework. The four methods are semantic, literal, faithful, and communicative, and the six procedures are transference, modulation, through-translation, descriptive equivalent, functional equivalent, and naturalization. The qualitative analysis of 22 terms reveals that communicative translation is most frequently used, followed by literal translation, indicating a focus on naturally and clearly communicating meaning for Indonesian players. In addition, modulation and transference are the most frequently used procedures. The findings demonstrate that effective game localization requires a flexible set of methods and procedures to maintain accuracy, readability, and cultural relevance while simultaneously enhancing the gaming experience.

Keywords: *Translation Methods, Translation Procedures, Game Localization, eFootball*

1. INTRODUCTION

1.1. Background of Study

In this era of technological development, which is growing rapidly, language plays an important role in a game. A video game that has a global range, such as eFootball, needs to go through a translation process so that it can be enjoyed by players who come from many countries. A video game needs to go through a localization process, which is not just translating literally but also adapting cultural terms, instructions, and references so it can suit the target language context. The main struggle in a localization process in a video game is translating terms that have a specific meaning or impact that can affect the game mechanism. Translators must be highly precise so that the message is conveyed correctly.

eFootball, developed by Konami, is a football simulation video game that goes through these translation procedures. The game shows the players' playing style on the field to convey each player's strategies and roles, whether they are attacking or defending. Playing styles that exist in eFootball, such as "Target Man," "Roaming Flank," and many others, are not only descriptive terms but also represent the player's traits and strategy when playing began. These terminology must thus be translated with precision, clarity, and cultural relevance in the target language to prevent gameplay mechanics from being misunderstood, which might detract from the overall gaming experience.

According to Nida and Taber (1969:12), re-conveying the message from the source text to the target language in the most natural way and close to the original, especially in terms of meaning, style, and language context, is called translation. Similarly, according to Newmark (1988),

translation is an effort to contribute the meaning of a text into another language—while still considering the meaning and style of language naturally in the target language. In order for the translation to be accurate and readable and for the original meaning of the source text to be fully conveyed, we need to define and emphasize the importance of semantic and stylistic equivalence. Bell (1993) also states that translation is the delivery in another language of what has been expressed in the source language while maintaining the semantics and style of language. Newmark provides a more technical framework for translation practice, particularly through his categorization of methods and procedures, while these definitions share a similar core on how translation should convey the original meaning clearly and naturally to the target audience.

1.2. Literature Review

In the context of translating in-game terms, especially terms related to playing techniques and strategies, the application of the translation methods and procedures is important to balance terminological accuracy and user comfort in understanding the terms. Several studies have proven that the selection of the right procedure is very important. For example, the study of Yudha (2022), who analyzed Digital Happiness' procedure of translation on DreadOut and DreadOut 2, found that cultural equivalents are the best way to keep the local identity while reaching audiences from around the world. The study by Basith and Ghifari (2024), who examined the subtitle translation of subtitles in the video game Honkai: Star Rail, further highlights the significance of using suitable translation techniques in game localization. Using Oers' translation strategies, the analysis found that, of the thirteen strategies used to analyze the subtitle, borrowing is the most popular to use, therefore, it made it hard for them to translate it into the target language (TL). According to Odeh (2023), which investigates the linguistic challenges in localizing video games from English to Arabic, the cause for such a phenomenon of borrowing terms is language inexperience and the lack of specialized dictionaries related to gaming terminology and video game language in particular. This calls for applying translation strategies to maintain players' immersion and engagement across languages.

To address this issue, we will use Peter Newmark's (1988) foundational framework for this analysis. Newmark identifies eight translation methods divided into two major groups. Source language-oriented methods include word-for-word translation, literal translation, faithful translation, and semantic translation. These methods tend to preserve the original structure, meaning, and nuance of the source text. Meanwhile, target language-oriented methods include adaptation, free translation, idiomatic translation, and communicative translation. These methods emphasize readability and acceptability in the target culture and language, with possible modifications to the original form or expression. Newmark also identified seventeen translation procedures, namely transference, naturalization, cultural equivalent, functional equivalent, descriptive equivalent, synonymy, through-translation, transposition, modulation, recognized translation, translation label, compensation, componential analysis, reduction and expansion, paraphrase, couplets and notes, addition, and glosses, which can be used flexibly depending on the context and type of text being translated. Therefore, this theoretical framework is used in this study to analyze the tendency of methods used by translators in translating terms in eFootball in order to identify the most effective approach in the context of game translation.

2. METHODOLOGY

The analysis in this research will be carried out using qualitative methods. According to Denzin et al. (2024), qualitative research is a way of studying people and the world by observing and interpreting them in their usual, everyday settings. It uses tools like interviews, notes, and

photos to understand how people see and experience things, focusing on the meanings and stories they share rather than just numbers or statistics.

In this research, a qualitative method is applied to examine the translation methods and procedures used in translating playing style terms from English into Indonesian within the context of the game eFootball. The study is based on translation theories proposed by Newmark, which serve as the analytical framework for identifying and categorizing the specific translation methods and procedures applied. By using these theories, the research not only looks at which translation methods and procedures are used, but also tries to understand why the translators chose those methods and procedures.

The data for this study comes from two main sources, which are the original English playing style terms and their Indonesian translations found in the game eFootball. These terms will be compared to see how they are similar or different and to spot any patterns in how they were translated. By doing this comparison, the study will look at how the meaning, feeling, and context of the original terms are kept the same, changed, or adjusted in the Indonesian version. Using a qualitative approach lets the researcher look closely at how and why the translators made their choices, including any cultural or language reasons.

3. RESULTS AND DISCUSSIONS

Using translation theories proposed by Newmark, the following are the methods and procedures applied in translating the terms found in the game *eFootball*:

Table 1. Translation Techniques And Procedures For English Efootball Terms Terms Into Indonesian

	Source Language	Target Language	Methods	Procedures
1	Goal poacher	Pemburu gol	Communicative translation	Modulation
2	Creative playmaker	Playmaker Kreatif	Literal translation	Tranference
3	Prolific winger	Sayap produktif	Communicative translation	Modulation
4	Roaming flank	Sayap penjelajah	Communicative translation	Modulation
5	Dummy runner	Lari pancingan	Communicative translation	Descriptive Equivalent
6	Fox in the box	Pemburu peluang	Communicative translation	Descriptive Equivalent
7	Target man	Target man	Faithful translation	Transference
8	Deep-lying forward	Penyerang bayangan	Communicative translation	Functional Equivalent
9	Cross specialist	Spesialis umpan silang	Literal translation	Through- translation
10	Hole player	Pemburu celah	Semantic translation	Modulation
11	Box to box	Box to box	Faithful translation	Transference
12	Anchor man	Pemain jangkar	Communicative translation	Descriptive Equivalent
13	The destroyer	Perusak	Communicative translation	Functional equivalent
14	Orchestrator	Orkestrator	Communicative translation	Transference

15	Build up	Pembangun serangan	Communicative translation	Descriptive Equivalent
16	Extra frontman	Pembantu serangan	Literal translation	Functional Equivalent
17	Attacking full-back	Bek sayap menyerang	Literal translation	Through-translation
18	Defensive full-back	Bek sayap bertahan	Literal translation	Through-translation
19	Full back finisher	Bek sayap finisher	Semantic translation	Transference
20	Attacking goal keeper	Kiper agresif	Semantic translation	Modulation
21	Defensive goal keeper	Kiper bertahan	Literal translation	Through-translation
22	Classic no.10	No.10 klasik	Literal translation	Naturalization

Table 1 shows that twenty-two terms were translated using four different methods, which are communicative translation, literal translation, semantic translation, and faithful translation. In addition, the terms are translated using six procedures: transference, modulation, through-translation, descriptive equivalent, functional equivalent, and naturalization.

3.1. Translation Analysis

3.1.1. Methods

Communicative translation

Communicative translation is a method that aims to convey the exact contextual meaning of the original. The context and the language can convey. This method aims to convey the meaning of the source language to the target language, both in terms of content and language, so that the translation can be easily accepted and understood by readers.

For example, "Prolific Winger" is translated as "Sayap Produktif" (Productive Wing). Here, "winger" is translated as "Sayap" (Wing), and "prolific" is translated as "Produktif" (Productive). If the translation context is not adjusted, it will become "Sayap Subur," where it will degrade the accuracy of the meaning and be inaccurate in the football context. Therefore, adjustments are necessary to ensure that the context of this term is conveyed effectively in the target language.

Literal Translation

The definition of literal translation is rendering the grammatical structures from the source language to the closest equivalents in the target language, while individual words are translated one by one, without considering the context. The term "defensive full-back" translates into "bek sayap bertahan" and is considered a literal translation. The term is translated directly and clearly into Indonesian without changing the meaning.

- "Defensive" becomes "bertahan," which means "defending."
- "Full-back" is translated as "bek sayap," where "bek" means "defender" and "sayap" means "wing," showing the player's position on the field.

This method works well because Indonesian already has clear words for these football terms. Therefore, there is no need to change or borrow words. Literal translation keeps the meaning accurate and easy to understand for Indonesian football fans.

Semantic Translation

In the semantic translation method, the translation pays more attention to the aesthetic value of the source text (SL). This means that the translation pays attention to the beauty of sound, rhythm, wordplay, and repetition in the original text so that it does not feel awkward or harsh when read in the target language (TL). If necessary, semantic translation may slightly sacrifice meaning to maintain the beauty and fluidity of the translated text. In addition, less important cultural words may be translated using neutral words or words that function similarly but do not use direct cultural equivalents.

Example: "Attacking goalkeeper" is translated as "Kiper agresif." The word "attacking" here is not directly translated as the verb "menyerang" but rather into "agresif," which is an adjective.

By using semantic translation, the term becomes more natural-sounding, stylistically appropriate, and easier to understand in Indonesian, even though the literal structure of the SL phrase is modified.

Faithful Translation

Faithful translation is a translation method that reproduces the original meaning or form of the original text, and keeps it as close as possible with the source language in any terms. The intentions, tone, and style of the original words are trying to be reflected without adding, omitting, or changing in meaning.

The words "Box to box" is kept as it is without any changes in the target language. The meaning and form of the original words are preserved as much as possible, following the faithful translation method. Numerous technical terms like this are already familiar to players in football and also video games, so translating it might make the meaning unclear. Maintaining accuracy and making the term sound more natural for the player is by keeping the original words.

3.1.2. Procedures

Transference

Transference is a translation procedure where a word or term from the original language is directly transferred into the language without translation or any change. There is no exact equivalent in the target language or the term is already commonly used by the target audience or player or we can call it as "borrowing."

In football, "target man" is a striker who is strong and used as the main point to receive long passes. This words or phrase is left untranslated because:

- "Target man" is a common term for football fans.
- If we translate it into "*penyerang sasaran*", it might sound unnatural or awkward.
- Keeping the original term helps preserve the original football context and meaning.

Thus, the translators borrow the term directly to maintain clarity and authenticity.

Modulation

Modulation is a translation procedure performed when the translator retransmits the message from the source text (SL) into the target text (TL) by adjusting it to the norms or customs in the target language. This is done because the source language and the target language may have differences in point of view or perspective, so the sentence or phrase cannot be translated directly without adjusting the point of view.

Example: "Roamink flank" was translated to "Sayap penjelajah."

In fact, it would be best to use it, because using "sisi penjelajah" would give a very different perspective to the player. The use of 'sayap' here is from the position of the role, which either positioned on the left or right wing on the football field whose role is to receive passes.

Through-translation

Through-translation is a translation procedure where the translator translates each element of a compound word or phrase literally and in order, directly from the source language into the target language. The translation of "defensive goalkeeper" into "kiper bertahan" uses the through-translation procedure because each part of the English phrase is translated literally and directly into Indonesian.

- "Goalkeeper" becomes "kiper," a borrowed word that is widely used in Indonesian football.
- "Defensive" is translated as "bertahan," meaning "defending."

This procedure keeps the translated term clear and understandable in the target language, which makes it sound natural.

Descriptive Equivalent

Descriptive Equivalent is a procedure of translation used when there is no equivalent context in the target language. This procedure translates a language by explaining the meaning of terms in the source language, usually in the form of a description of function or form.

For example, the term "Dummy Runner" is translated as "lari pancingan" (bait run). "Dummy" itself, if translated literally, it will become "Boneka," where it will become a "Boneka Lari." This term sounds very strange in the context of Indonesian soccer. Therefore, it is need to adjust this translation by explaining the term for a player's style of play on the field, where a player who has a dummy runner style of play will usually pretend to run as if asking for the ball from a teammate who is carrying the ball in order to open up space as a result of the opponent's defenders being lured by this movement.

Functional Equivalent

Functional equivalent is a way to translate words, especially cultural words, by using a word or phrase in the target language that has a similar meaning, even if it's not exactly the same. The translation of "deep-lying forward" into "Penyerang bayangan" uses this procedure because the Indonesian term describes the same role as the English phrase, even though the words are not directly translated.

- "Deep-lying forward" refers to a forward who plays slightly behind the main striker, often involved in creating plays.
- "Penyerang bayangan" literally means "shadow striker," a term commonly used in Indonesian football to describe this player's function.

This procedure works well here because "penyerang bayangan" can be easily understood to represent the same concept.

Naturalization

Naturalization is a translation procedure in which the source language is adapted to the target language's normal pronunciation and then to its characteristic word structures (morphology). The term "classic no. 10" translates into "no. 10 klasik" and fits this procedure.

- "Classic" is translated as "klasik," which is its Indonesian equivalent.
- "No.10" is preserved as it is since it is commonly understood.

Naturalization is used in translating the term "classic no. 10" because the English word "classic" is adapted to fit Indonesian pronunciation and spelling rules. In this case, "classic" becomes "klasik," which follows Indonesian pronunciation and spelling, making it easier for Indonesian speakers to read and pronounce while keeping the original meaning. Meanwhile, "no.10" is kept as is because it is a familiar Indonesian context. This process helps foreign words blend smoothly into Indonesian without losing their meaning.

4. CONCLUSION

From football simulation video game eFootball by Kanomi, we investigate the application of translation methods and procedures in the localization of playing style terms from English into Indonesian. To ensure that Indonesian players can fully grasp the strategic functions of different player roles within the game, localization is indeed essential. Using Peter Newmark's translation theory as the analytical framework, the study categorizes the translation strategies into four methods—semantic, literal, faithful, and communicative—and six procedures: transference, modulation, through-translation, descriptive equivalent, functional equivalent, and naturalization. Aiming to understand how meaning, context, and player expectations are maintained or adapted in the target language, we used a qualitative approach to identify 22 playing style terms found in eFootball games and their Indonesian translations.

Communicative translation appeared in ten out of twenty-two terms, making it the clear frontrunner. This choice shows that translators aimed to express the exact English meaning in Indonesian. Literal translation came next with seven occurrences. When terms had clear, direct equivalents or were already widely recognized in football contexts revealing a strong push to make each term simple and familiar for local readers. As for procedures, modulation and transference was the most frequently used (5 occurrences each), showing that adjustments were often necessary to align expressions with the cultural and linguistic norms of the Indonesian audience. This was followed by descriptive and through-translation (4 occurrences each). Functional equivalent (3), and naturalization (1).

Based on both linguistic and cultural considerations, these results highlight that game translation involves careful strategy. The high frequency of modulation and transference indicates a flexible approach to handling terms that lack exact equivalents in Indonesian. On top of that, the clear tilt toward communicative and meaning-focused techniques shows that the translators are trying to keep the text accurate while making it feel smooth and natural in the player's language. The study found that successful video game localization calls for mixing methods and steps that match each piece of content, the players overall experience, and how well the local audience knows the terms already. Aimed at both working translators and game studios that want to reach players in many languages, the research links translation theory with everyday localization practice and, more broadly, adds to ongoing debate in the translation field.

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STUDENTS' ATTITUDES TOWARD CLT AND THEIR ENGLISH SCORE PERFORMANCE: A CORRELATIONAL STUDY IN A 7TH GRADE EFL CLASSROOM

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Abstract: This study investigates the relationship between grade 7 students' attitudes towards Communicative Language Teaching (CLT) and their English language proficiency. The study used a quantitative correlational design involving 31 students at a junior high school in Malang City, Indonesia. After four CLT-based learning meetings, students were asked to complete a 20-item reflection questionnaire and take a standardized English test. Descriptive statistics showed that students had positive attitudes towards CLT (mean = 75.48) and fairly good post-test results (mean = 68.81) with a wide range of scores. However, Pearson correlation analysis showed no statistically significant relationship between students' attitudes and scores ($r = 0.009$, $p = 0.960$). This finding suggests that although students appreciated the CLT approach, the positive attitude did not directly affect their learning outcomes. These results provide insights for EFL education and suggest that promoting positive attitudes alone does not necessarily guarantee improved learning outcomes.

Keywords: *Communicative language teaching, Students' attitudes' English score performance, Correlational*

1. INTRODUCTION

English is a very important subject in many schools around the world, especially in non-native speaking countries like Indonesia. In the context of English as a Foreign Language (EFL), English is not used for everyday communication, but is taught formally in schools, so classroom learning becomes the main source of language exposure for students. Mauliska and D'Angelo (2024) explain that English language learning in schools has a key role in preparing Indonesian students for higher education and international careers. In addition, Mauliska and D'Angelo (2024) also highlight that English language learning supports students' cognitive development by improving their problem-solving and decision-making abilities. These factors point to the importance of English education at the junior high school level, when students begin to develop their academic skills and future careers.

According to Rahman (2018), the Indonesian government has integrated the Communicative Language Teaching (CLT) approach in various curriculum reforms since 2004 to promote more effective English language teaching. As described by Mappiasse and Sihes (2014), this change marks a switch from teacher-centered learning to student-centered learning, with an emphasis on communication, interaction, and real-world-based tasks. However, Putra (2024) identified a number of challenges such as large class sizes, an overly grammar-focused curriculum, and limited student participation in class, which reduced the effectiveness of CLT. Chang and Suparmi (2020) also pointed out that students often lack sufficient motivation or language skills to actively participate in CLT-based learning. This problem is made even worse by the limited exposure to English outside the classroom, as well as the short allocation of teaching time each week.

According to Losi and Nasution (2022), students who engage in meaningful CLT activities, such as group work and paired discussions, are often more confident, active, and motivated. Similarly, Rezalou and Yagiz (2021) observed an increase in class participation and student-to-student interaction following communicative tasks, with students showing a more positive attitude towards English. These studies suggest that students' perceptions of CLT play an important role in their learning experience. In an EFL environment where communication in English is mostly limited to the classroom, it is important to examine whether students' attitudes towards communicative learning also have a measurable impact on their English proficiency.

Previous research has consistently highlighted the effectiveness of CLT in enhancing EFL classrooms. According to Losi & Nasution (2022), students may appreciate CLT exercises in the classroom as a way to enhance EFL instruction. This study finds that CLT is effective in promoting student confidence, participation, and communicative competence in EFL classes. Diverse and interactive classroom activities, adapted to students' needs, are essential for developing language skills, especially speaking and listening. When CLT is used in the classroom, students can develop their language as well as social skills when they work together with their group members (Banagbanag, 2020). This study finds that CLT not only improves student engagement and understanding but also receives widespread support from teachers.

Additionally, a teacher's positive view of CLT does not depend entirely on their teaching skills. Rochmawati et al. (2024) conducted research that found that engagement, active involvement, and collaboration are the most dominant traits influencing learning performance among the six sub-skills of learning attitude. CLT has a positive impact on student learning performance because this approach actively involves students, encourages collaboration, and creates a communicative classroom atmosphere that is relevant to their experiences. These previous studies have shown that CLT is effective because it is supported by both students and teachers, and its success depends not only on the technical skills of teachers but more on the active involvement of students and their belief in the value of the communicative approach.

According to the Macmillan English Dictionary (2002), as cited by Faraj et al. (2021), attitude refers to an individual's feelings or thoughts about something, especially as shown through their behavior. Similarly, Gardner (1985) explained that attitude refers to the individual's positive or negative evaluation of performing the behavior. In addition, Hameed and Anwar (2018) stated that students' attitudes play an important role in shaping their learning behavior. In the context of language learning, a student's attitude refers to their personal feelings or beliefs about learning a language. Based on these explanations, it can be concluded that attitude is a combination of thoughts, feelings, and evaluations that influence how students behave and respond to the learning process.

Richards and Rodgers (2001) stated that Communicative Language Teaching, or CLT, is a teaching approach that focuses on using the language to communicate. It views language not only as a subject to be learned, but also as a tool for learning. CLT encourages learners to learn by doing. Instead of passively receiving information, they actively engage in the learning process (Gor & Vatz, 2009). Activities such as pair work, group discussions, and games are commonly used because they require students to actively participate when they are learning (Abe, 2013). In CLT, the learning process is student-centered (Mamatovna, 2025). The teacher takes the role of a facilitator who supports and guides students during the learning process instead of just lecturing (Sulemanoski, 2022). They help students when they face difficulties, provide feedback, and encourage participation.

Although previous studies have validated the advantages of CLT, the majority of these studies focus on attitudes or instructional techniques rather than investigating the direct relationship



between students' attitudes toward CLT and their actual English proficiency. Since junior high school students are still forming their basic language and learning attitudes, there are not many studies that examine this relationship at this level. Thus, empirical data on the effects of students' attitudes toward CLT on their English language proficiency in early secondary EFL contexts are required. It is important to examine the relationship between students' attitudes toward CLT and their English proficiency. It sheds light on whether positive attitudes of communicative learning result in good performance. The findings can help teachers in junior high EFL classes use student-centered approaches more successfully.

The purpose of this study is to investigate the relationship between students' attitudes toward Communicative Language Teaching (CLT) and their English performance in a 7th-grade EFL classroom. This study is intended to figure out the following research questions:

- 1) How do students perform in English tasks after being taught using Communicative Language Teaching (CLT)?
- 2) Is there a significant correlation between students' attitudes toward CLT and their English score performance?

Based on these questions, the research hypothesis posits that there is a significant positive relationship between students' attitudes toward CLT and their English score performance. The null hypothesis (H_0) states that there is no statistically significant correlation between students' attitudes toward CLT and their English score performance ($r = 0$), while the alternative hypothesis (H_1) asserts that there is a significant positive correlation ($r > 0$).

2. METHODOLOGY

2.1. Research Design

This study used a quantitative correlational design, which is appropriate for examining the relationship between two measured variables without manipulating any of them (Creswell, 2009). This study examined the relationship between students' perceptions of CLT and their English performance in one junior high school classroom. This design aimed to determine whether there is a statistically significant relationship between students' attitudes of CLT activities in the classroom and their English performance.

2.2. Participants

The participants in this study consisted of 31 seventh-grade students who were members of an EFL class at a public junior high school in Malang City, Indonesia. Instruction of English was conducted by the researchers who are also the practicum teachers in a school-based teaching practicum program. Instruction based on the CLT was conducted by the researchers over four meetings, each lasting 120 minutes (equivalent to three hours of school lessons). All the students had been instructed using CLT-based methods before data collection.

2.3. Data Collection

For answering the research questions, in this study, two primary sources of data were used. The first dataset registered students' attitudes towards CLT applied within their classroom, while the second dataset recorded their English performance based on a standardized post-test. These tests were formatted to serve as complementary tools: one to measure the students' subjective perceptions and attitudes, while the other to measure their measurable English language proficiency gains. The utilization of these two data sets allowed correlational analysis to investigate the connection between the attitudes of the students and their academic achievement in English.

As Creswell (2009) highlights, the employment of several quantitative measures in a correlational study increases the validity of findings by measuring data from more than one point of view.

2.3.1. Students' Attitudes Toward CLT Questionnaire (Likert-scale)

After four meetings were conducted, students completed a 20-item Likert-scale survey to determine how they felt about the CLT-based training they had received. The purpose of this survey was to find out how students felt about the main ideas of CLT as it was applied in the classroom. Richards and Rodgers' (1986) description of the fundamental elements of CLT—meaningful communication, task-based activities, student-centered learning, and the teacher's role as a facilitator rather than a knowledge transmitter—formed the basis for the instrument's development.

One or more of these principles—such as the use of real materials, interactional opportunities, cooperative learning, and student autonomy in language use—were represented in each questionnaire item. Students could indicate how much they agreed or disagreed with each statement using a 5-point Likert scale on the questionnaire, which went from 1 (strongly disagree) to 5 (strongly agree). Each student received a total score between 20 and 100, where higher scores indicated greater acceptance of the CLT-based approach.

Table 1. Blueprint of Likert-scale Questionnaire

Aspect (Category)	Question Number	Indicator	Theoretical Basis
Communica tive Interaction	Q1	Students use English to communicate with peers.	Hymes' Communicative Competence; Functional Communication
	Q4	Students work in pairs or groups.	Social Interaction Function; Cooperative Learning
	Q13	Students share and listen to opinions.	Interactional Function; Negotiation of Meaning
	Q14	Students use English to ask or give information.	Communicative Function; Real Use of Language
	Q19	Students learn through peer interaction.	Peer Interaction; Collaborative Learning
Task-Based & Real-Life Learning	Q2	Activities help students use English in real-life situations.	Meaningfulness Principle; Task-Based Learning
	Q9	Using English to complete tasks aids learning.	Task Principle; Skill-Learning Model
	Q12	Students use English to solve problems or complete tasks.	Problem-Solving Activities; Task-Based Learning
	Q15	Focus is on using English, not grammar rules.	Communication over Structure; Message Focus
	Q17	Activities improve understanding better than memorizing.	Psycholinguistic Processing; Fluency Emphasis

Learner-Centeredness & Motivation	Q3	Students are motivated to express ideas.	Personal Function; Learner-Centered Instruction
	Q6	Students can choose how to complete tasks or share ideas.	Learner Autonomy; Experience-Based Learning
	Q10	Students feel more confident using English after activities.	Affective Objective Level; Motivation
	Q16	Students feel actively involved in the lesson.	Experience-Based Learning; Learner Engagement
	Q18	Activities match students' learning style and interests.	Needs-Based Teaching; Learner-Centered Design
Language Input & Support	Q20	Students want more lessons like this in the future.	Intrinsic Motivation; Positive Perception
	Q5	Students learn new English words and expressions through use.	Representational Function; Communicative Learning
	Q7	Students are not afraid to make mistakes when speaking.	Risk Taking & Trial and Error; Fluency over Accuracy
	Q8	The teacher supports students without giving all the answers.	Teacher as Facilitator/Guide
	Q11	The lesson uses pictures, videos, or real objects (realia).	Authentic Materials / Realia

2.3.2 English Performance Task (Students' Scores)

A post-test was given to the students to determine their English performance. The purpose of the test was to assess how well the students understood the content covered in the four CLT-based meetings. In one meeting, 120 minutes were allocated, the same as 3 lesson hours for the English Class. The test specifically addressed learning objectives from Chapters 3, 4, and 5 of the English for Nusantara textbook, which covered subjects such as daily activities, telling time, the simple present tense, daily school routines, and giving directions. The test was composed of matching and multiple-choice questions that reflected both communicative understanding and grammatical knowledge while adhering to curriculum standards. Students used Google Forms to complete the test online. In the correlational analysis, the test's final score, which represented each student's English performance outcome, acted as the dependent variable.

2.4 Data Analysis

The relationship between students' attitudes toward CLT and their performance on the English language proficiency test was investigated in this study using quantitative analysis techniques. According to Creswell (2009), quantitative analysis is suitable for correlational studies involving numerical data since it entails "describing trends, testing hypotheses, and interpreting the results."

2.4.1 Descriptive Statistics

Descriptive statistics were used to summarize the central tendencies and variability in students' CLT attitude scores and English post-test performance. As Creswell (2009) explains,

descriptive statistics serve as a fundamental first step in quantitative research by helping researchers understand the patterns in raw data before further inferential testing is conducted. In this study, the CLT perception questionnaire responses were scored on a five-point Likert scale, resulting in total scores ranging from 20 to 100. The post-test scores ranged from 0 to 100. Measures such as mean, standard deviation, minimum, and maximum values were calculated to describe the distribution and spread of the students' performance and attitudes (Fraenkel et al., 2012).

2.4.2 Normality Test

The Shapiro-Wilk test was used to perform a normality test to see if the dataset satisfied the requirements for parametric statistical analysis. Many people agree that this test is among the most effective and suitable methods for determining normality, especially for small sample sizes ($n < 50$). In terms of statistical power, Yap and Sim (2011) found that the Shapiro-Wilk test routinely performs better than other normality tests, including the Anderson-Darling and Kolmogorov-Smirnov tests. Furthermore, because of its high sensitivity and dependability, Ghasemi and Zahediasl (2012) advocate for its use in small-sample research.

The null hypothesis—that is, that the data are normally distributed—is maintained when the Shapiro-Wilk test provides a p-value larger than 0.05. Parametric statistical tests, like the Pearson Product-Moment Correlation Coefficient, can be used in further analyses when this assumption is fulfilled.

2.4.3 Inferential Statistics: Pearson Product-Moment Correlation

Pearson Product-Moment Correlation was used to determine whether there is a statistically significant relationship between students' attitudes towards CLT and their English grade results. According to Main and Ogaz (2016), Pearson correlation is used to measure the strength and direction of a linear relationship between two continuous variables, with values ranging from -1.00 to +1.00. A positive r value indicates a unidirectional relationship, while a negative r value indicates an opposing relationship. According to Gravetter and Wallnau (2012, as cited in Main and Ogaz, 2016), the strength of this relationship is categorized as weak ($\pm .00$ to $< .30$), moderate ($\pm .30$ to $.50$), or strong ($> \pm .50$). In this study, the two variables analyzed were the students' reflection scores, reflecting their attitudes towards CLT, and their final English test scores, reflecting academic achievement.

According to Allua and Thompson (2009), Pearson's r value serves as an inferential statistic when used to draw conclusions from a sample to a wider population, and is only appropriate if both variables are measured at the interval or ratio level. They also emphasize that this test assumes a linear relationship between two variables; if the relationship is non-linear, then Pearson's r value may underestimate the true strength of the relationship. In this study, SPSS 27 version software was used to calculate the correlation coefficient and significance value (p-value), with the significance level set at 0.05.

RESULTS AND DISCUSSION

This chapter presents the study's findings and provides an in-depth discussion of the results obtained from both the students' English post-test scores and their responses to the reflection form after being taught using the CLT approach. The analysis and interpretation are structured according to the research questions.

3.1 Students' Performance After CLT-Based Instruction

After the implementation of CLT-based instruction, the first set of data analyzed pertains to the students' performance in the administered post-test. The post-test was designed to assess the students' mastery of the topics aligned with the curriculum materials, such as telling the time, simple present tense, daily activities at home and at school, and giving instructions. This section addresses the first research question: "How do students perform in English tasks after being taught using Communicative Language Teaching (CLT)?". Alongside the performance scores, students were asked to complete a 20-item reflection questionnaire to evaluate their experience and perceptions of the CLT method activities that will be discussed in the second part of this section.

3.1.1 Result of Students' Post-Test Scores

There are a total of 31 students who participated in the post-test, which was also in the last meeting of the teaching session of the practicum teachers. The scores revealed that students demonstrated a relatively high level of achievement. To better visualize the descriptive statistics, Figure 1 below presents a boxplot of the students' post-test scores.

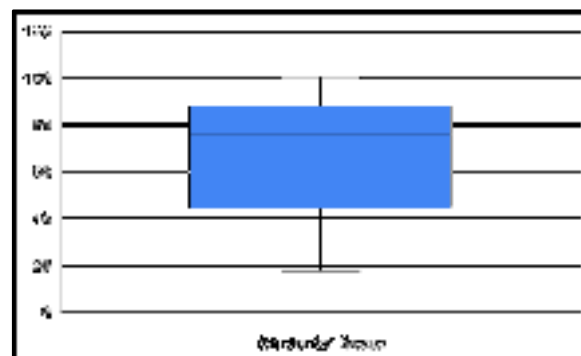


Figure 1. Boxplot of Students' Scores

The boxplot above illustrates the distribution of students' post-test scores in English following instruction in the Communicative Language Teaching (CLT) method, as shown in Figure 1. The interquartile range (IQR), which includes the middle 50% of the data, is represented by the box in the plot. The "whiskers" extend to the lowest and maximum values within 1.5 times the IQR, while the horizontal line inside the box represents the median score. The median score is 76, which indicates that at least half of the students got a score of 76 or higher, as indicated by the plot and measured by the descriptive output from SPSS 27. The interquartile range of 43 shows that the scores of the middle-performing students differ significantly, from low 40 to high 80. The range was 83 points, with a maximum score of 100 and a minimum score of 17. This widespread draw attention to differences in student performance. A negative skewness of -0.725 and the mean score of 68.81, which was marginally below the median, indicate that the data distribution is somewhat left-skewed, meaning that more students received higher scores while a small number of students received lower scores. Additionally, the standard deviation was 23.99, and the confidence interval for the mean ranged from 60.01 to 77.60, reflecting statistical variability in the sample.

3.1.2 Distribution of Post-Test Scores

To further illustrate how students' scores were distributed across the performance spectrum, a histogram was constructed.

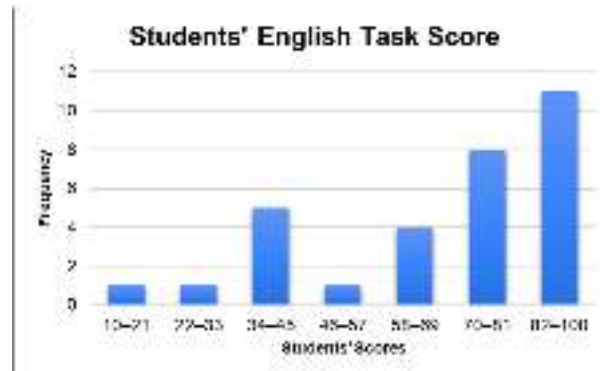


Figure 2. Histogram of Students' English Task Scores

Following CLT-based instruction, descriptive statistics were computed using SPSS 27 to compile the students' post-test results. A significant range in student performance by their scores was indicated by the mean score of 68.81 with a standard deviation of 23.99. The distribution of students' scores on the English task across six score intervals is shown by the histogram. A large number of students received high scores, as evidenced by the highest frequency in the 82–100 range (11 students) and the 70–81 range (8 students). Only a small number of students, however, received scores in the lower ranges: one student received a score in the 10–21 range, and another in the 22–33 range. With a longer tail on the left and an overall negatively skewed distribution, it appears that most students did well and that very few had lower scores. This skewness suggests that the entire class performed well on the English task. Although both values fall within the acceptable range for normality (–1 to +1), the skewness value of –0.725 and kurtosis of –0.622 further suggest a slightly left-skewed and flat (platykurtic) distribution, thereby confirming the use of parametric analysis.

3.1.3 Discussion

This section discusses the main findings from the students' post-test results after learning with the CLT approach. The purpose of this discussion is to interpret and relate the data results to the first research question. The findings of this study reveal that students' overall performance in English tests improved after being taught using the CLT approach. The descriptive statistics from the post-test scores indicate a median score of 76 and a mean of 68.81, suggesting that more than half of the students achieved relatively high results. The negative skewness of –0.725 further suggests that most students performed above average, although a small number scored low, contributing to the wide range of scores (from 17 to 100). These results align with previous research that supports the effectiveness of CLT in improving language skills and learner confidence (Losi & Nasution, 2022; Banagbanag, 2020).

This positive trend in student performance demonstrates the potential of CLT to foster meaningful language use in EFL classrooms. As emphasized by Santos (2020), CLT promotes student-centered learning, where learners are encouraged to engage in real-life communication tasks. This approach contrasts with traditional grammar-translation methods that do not emphasize speaking and listening skills. The communicative tasks used during the CLT instruction, such as giving instructions, describing routines, and telling the time, allowed students to actively use the language in context, therefore reinforcing their understanding and use of English in practical situations.

Moreover, the findings are consistent with government efforts to adopt CLT through curriculum reforms, including in the 2004, 2006, and 2013 curricula (Rahman, 2008). These reforms have aimed to shift from teacher-centered to student-centered instruction, in line with global

trends in English language teaching. The significant scores obtained by students suggest that, when implemented effectively, CLT can support these national education goals by helping students not only master language structures but also apply them in real communication.

However, the data also reflect a considerable variation in performance (standard deviation of 23.99), highlighting that not all students benefit equally from CLT instruction. This is in line with the challenges noted by Rahman (2018) and Putra (2024). Who point out obstacles such as limited instructional time, low English exposure outside the classroom, and varied student motivation and proficiency levels. In this context, some students may struggle with CLT activities that require spontaneous speaking or critical thinking, especially in large class settings.

Despite these challenges, students' engagement with CLT activities appears to have had a positive impact. As Losi and Nasution (2022) and Rezabu and Yagiz (2021) found, students who participate in communicative tasks often feel more confident, motivated, and active. This supports the present study's findings, where the majority of students scored well and reported positive perceptions of CLT-based lessons in their reflection forms. Engaging in tasks such as group discussions and pair work may have contributed to increased participation and improved speaking and listening skills, as evidenced by the high media score.

In short, the evidence suggests that CLT can effectively enhance student performance in EFL classrooms by creating a communicative, student-centered environment. However, its success is influenced by contextual factors such as time constraints, class size, and student readiness. For optimal outcomes, teachers need to adapt CLT strategies to their students' needs, provide sufficient scaffolding, and ensure that classroom activities are both meaningful and accessible to learners of varying abilities.

3.2 Correlation between Students' Attitudes toward CLT and Their English Score Performance

After completing the post-test, the students were asked to complete a 20-item reflection questionnaire designed to assess their experiences and attitudes towards CLT based learning. Each item in the questionnaire represented one of the main components of the CLT approach, including communicative interaction, task-based and real-life learning, learner-centeredness and motivation, and language input and support. This section addresses the second research question: "Is there a significant correlation between students' attitudes toward Communicative Language Teaching (CLT) and their English score performance?".

3.2.1 Result of Students' Attitudes Toward CLT Questionnaire (Likert-scale)

The scores revealed that students demonstrated a cohesive and overall favorable attitude toward CLT. To better visualize the descriptive statistics, Figure 3 below presents a histogram of the students' mean scores of the reflection items.

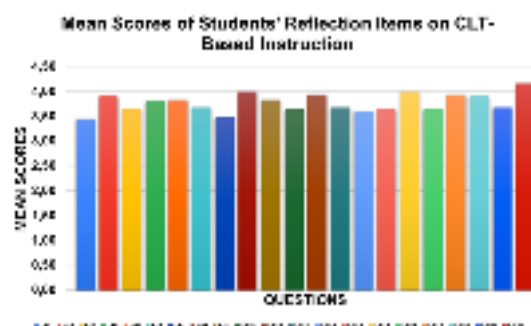


Figure 3. Histogram of students' mean scores of each reflection item

Figure 3 shows the mean scores of each reflection item, calculated based on student responses on a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly disagree). All items received mean scores above 3.4, indicating a generally positive perception of CLT-based learning. In particular, item Q20, which asked whether students wanted more lessons like the one they had experienced, received the highest mean score, followed by Q8 (teacher as facilitator/guide), Q15 (communication over structure; message focus), Q11 (authentic materials/realia), Q17 (activities improve understanding better than memorizing.), Q2 (Activities help students use English in real-life situations.), Q18 (activities match students' learning style and interests.). These results show that students highly value the practical, engaging, and student-centered aspects of CLT. They highly valued the application in real situations, the role of the teacher as a guide, learning through meaning, and the personal relevance of the activities.

However, Q1 (use of English to communicate with peers) and Q7 (Students are not afraid to make mistakes when speaking) received relatively lower mean scores than the other items, although they remained above the neutral point. This suggests that although students viewed the CLT experience positively, some of them may have faced challenges in terms of interaction with peers and confidence when speaking, two aspects that are often affected by language anxiety or lack of speaking practice in an EFL context.

3.2.2 Descriptive Statistics of Students' Post-Test Scores and Attitudes Toward CLT

The descriptive statistics table shows a summary of the students' English post-test scores (SCORE) and their responses to the reflection questionnaire (REFLECTION), each based on a sample of 31 students (N=31).

Descriptive Statistics			
	Mean	Std. Deviation	N
SCORE	68.8065	23.98669	31
REFLECTION	75.4839	11.52351	31

Figure 5. Descriptive statistics results of students' Post-test and attitudes toward CLT

Figure 5 shows that the mean score for the English post-test was 68.81, with a standard deviation of 23.99, indicating a mid-level of achievement with considerable variation among students' performance. This high standard deviation indicates that students' post-test results were widely varied around the mean, as some students scored much higher or lower than the mean. This variation could be influenced by differences in language proficiency levels, engagement in learning, or external factors such as test anxiety and previous experience in learning English.

In contrast, the mean score of students' reflection was 75.48, with a standard deviation of 11.52. This reflects that students generally have a positive attitude towards CLT-based learning. The smaller standard deviation compared to the post-test score indicates that students' answers in the reflection questionnaire were more consistent, indicating a similar and generally positive experience with the CLT approach. A comparison between these two variables showed that although students' attitudes towards CLT tended to be positive and evenly distributed, their English post-test results varied significantly.

3.2.3 Pearson Product-Moment Correlation of Students' Post-Test Scores and Attitudes Toward CLT

The result of the Pearson correlation analysis showed that there was no significant relationship between the students' English post-test scores and their attitudes towards the CLT approach.

Correlations			
		SCORE	REFLECTION
SCORE	Pearson Correlation	1	.009
	Sig. (2-tailed)		.960
	N	31	31
REFLECTION	Pearson Correlation	.009	1
	Sig. (2-tailed)	.960	
	N	31	31

Figure 6. Pearson correlation result of students' post-test scores and attitudes towards CLT

As shown in Figure 6, the correlation value was $r = 0.009$, which indicates that the relationship between the two variables is very weak or almost non-existent. The significance value ($p = 0.960$) is also well above the 0.5 threshold, which means that this result is not statistically significant. In other words, based on the data in this study, students' attitudes towards CLT had no real effect on their English scores.

Confidence Intervals				
	Pearson Correlation	Sig. (2-tailed)	95% Confidence Intervals (2-tailed) ^a	
			Lower	Upper
SCORE - REFLECTION	.009	.960	-.364	.362

^a Estimation is based on Fisher's r-to-z transformation with bias adjustment

Figure 7. Confidence intervals result from students' post-test scores and attitudes toward CLT

In addition, the 95% confidence interval shown in Figure 7, which ranges from -0.364 to 0.362, includes a value of zero. This suggests that the true relationship in the population could be negative, positive, or even non-existent. This finding suggests that while most students have a positive attitude towards CLT, it does not directly affect their test results. Therefore, there may be other factors that have more influence on students' English scores, such as their language background, classroom learning conditions, or test anxiety.

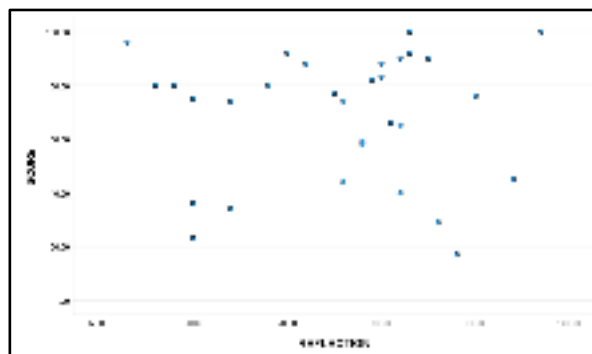


Figure 8. Scatter diagram of students' post-test scores and attitudes toward CLT

The scatter plot shown in Figure 8 illustrates the relationship between students' reflection scores that represent their attitudes toward CLT and their English post-test scores. The spread of the data points shows no clear linear pattern, with scores spread widely across the range of

reflection scores. These visual results support the previous statistical findings, where the correlation coefficient was almost zero ($r = 0.009$). This graph confirms that there is no meaningful relationship between how students feel about CLT and how well they perform in the English post-test.

Based on these findings, the null hypothesis (H_0), states that there is no significant correlation between students' attitudes towards CLT and their English post-test score, cannot be rejected. In other words, the data do not provide sufficient evidence to support the alternative hypothesis (H_1), which predicts a significant positive correlation ($r > 0$).

3.2.4 Discussion

This section discusses the main findings from the students' post-test results after learning with the CLT approach. The purpose of this discussion is to interpret and relate the data results to the first research question: *"Is there a significant correlation between students' attitudes toward Communicative Language Teaching (CLT) and their English score performance?"* The aim is to analyze the relationship between students' attitudes toward the CLT approach and their academic outcomes. The data analysis showed that students had generally positive attitudes toward CLT. Many students have high mean scores on the reflection questionnaire, averaging above 3.4. This aligns well with the previous research done by Losi and Nasution (2022). They revealed that students responded positively to CLT-based instruction, especially those that involve active participation, such as pair work, group discussion, or games. Their study found that these interactive tasks helped reduce students' anxiety and increased their motivation to learn English.

In addition, the descriptive statistics show a clear difference between students' attitudes and their test scores. While they showed positive attitudes toward CLT-based learning ($M = 75.48$, $SD = 11.52$), their post-test scores were more varied ($M = 68.81$, $SD = 23.99$). This difference suggests that positive attitudes toward a learning approach do not guarantee consistent academic performance. The variation in test scores may be influenced by several factors, such as differences in students' language proficiency, teachers' factors, or external conditions like test anxiety or prior exposure to English learning. To date, there appears to be limited research that specifically addresses this kind of variation, where students share similar positive attitudes but achieve widely different test results. This finding suggests a potential area for further research, particularly into how individual student variables may interact with teaching approaches like CLT to influence language performance outcomes.

Unlike most previous studies, the findings of this research did not reveal a significant correlation between students' attitudes toward their English score performance. The null hypothesis (H_0), which stated that there would be no statistically significant correlation between these two variables ($r = 0$), was supported by the data. While many earlier studies like the study by Mašić and Bećirović (2021), Vo (2022), and Kassa et al. (2022), often reported a positive correlation between students' attitudes and their English score performance, this study shows a different result. Although students' attitudes toward CLT were generally positive, the Pearson correlation test revealed no significant correlation between attitudes and students' English post-test scores ($r = 0.0009$, $p = 0.960$). This means that even though students have positive attitudes toward CLT, it did not necessarily lead to higher English scores performance. Other factors like test familiarity, test anxiety, or learning opportunities outside the classroom may have a stronger influence on test outcomes.

1. CONCLUSION

This study aimed to investigate the relationship between students' attitudes toward CLT and their English performance in a 7th-grade EFL classroom. This study found that after CLT-based lessons, 7th grade students generally performed well on the English post-test. Based on the descriptive statistics of 31 participants, the mean post-test score was 68.81, and the median score was 76. This suggests that at least half of the class achieved scores above the mid-60s. The highest score recorded was 100, and the lowest was 17, which created a wide range of 83 points. The data also showed a negative skewness of -0.725, which means most students got high scores, while only a few had low scores. The standard deviation was 23.99, which shows that the scores varied a lot between students. Despite the variation in scores, the distribution was still within the acceptable range for parametric statistical analysis. This was further supported by the histogram and the kurtosis value of -0.622.

Students also reported very positive attitudes towards the CLT-based lessons. On the 20-item survey, most items had mean ratings above 3.5 (on a 1-5 scale). The average score was 75.48 (out of 100), with a standard deviation of 11.52. Students gave the highest ratings to statements about enjoying the CLT-based lessons, learning through real-life communication, and having the teacher as a guide. However, some of them also gave lower ratings for speaking with classmates and feeling confident when making mistakes. This suggests that while students appreciated the CLT-based lessons, some still faced difficulties with speaking confidence and peer interaction.

Despite students showing positive attitudes toward CLT, the Pearson correlation analysis indicated no significant correlation between their attitudes and English post-test scores. The result showed a correlation coefficient of $r = 0.0009$ and a significance value of $p = 0.960$. These values indicate a very weak and statistically non-significant relationship between the two variables. The 95% confidence interval, ranging from -0.364 to 0.362, includes zero, further confirming that the true relationship may be positive, negative, or nonexistent. The scatterplot that shows no clear pattern or linear relationship between reflection scores and test performance also visually supports this. Therefore, the null hypothesis (H_0), which states that there is no significant correlation between students' attitudes toward CLT and their post-test scores, cannot be rejected. While students had positive attitudes toward CLT approach, it does not necessarily lead to higher test scores.

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A CONCEPTUAL FRAMEWORK FOR ENHANCING INTERMEDIATE READING COMPREHENSION THROUGH LITERATURE: AN APPLICATION OF THE GENRE-BASED APPROACH

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Abstract: This conceptual paper proposes a pedagogical framework for planning an intermediate reading course activity, demonstrating how the integration of literature within a Genre-Based Approach (GBA) can significantly enhance reading comprehension. Drawing upon established theories of reading comprehension, the pedagogical value of literature in English Language Teaching (ELT), and the structured methodology of GBA, this paper conceptualizes a lesson plan centered on Fiona Murray's short story "Irreplaceable." It details how specific activities, aligned with GBA's cyclical stages (BKOF, MOT, JCOT, ICOT), foster deep textual understanding, critical analysis, creative expression, and higher-order thinking skills. The paper argues that this integrated approach provides an authentic, engaging, and scaffolded learning experience, leading to improved linguistic competence and a more profound appreciation of literary texts. Expected outcomes include enhanced analytical abilities, increased motivation, and the development of self-regulated learning strategies among intermediate learners.

Keywords: *literature in ELT, Reading Comprehension, Genre-Based Approach*

1. INTRODUCTION

The ability to comprehend written text is a cornerstone of academic and professional success, particularly within the domain of English Language Teaching (ELT). Reading comprehension is increasingly recognized as a dynamic, interactive process, where individuals actively derive meaning from written material (Cartwright, 2023). This process necessitates the construction of a coherent mental representation of textual information, a construct profoundly influenced by a reader's cognitive processes and existing knowledge (EBSCO). In ELT, cultivating robust reading comprehension skills is paramount, as it empowers learners to effectively navigate complex information and engage with diverse texts, thereby serving as a foundational skill that underpins all other language proficiencies. Consequently, effective instruction in reading comprehension remains a core objective in contemporary language pedagogy.

Historically, literature has occupied various positions within ELT curricula, ranging from serving as exemplary models of effective writing to functioning as primary vehicles for cultural transmission (Calafato, 2023). While the emphasis on literature in language education has experienced fluctuations over time, a renewed and growing consensus now underscores its vital role, progressively blurring the traditional distinctions between language and literature instruction (Munir, 2020; Singh, 2024). Literary texts offer authentic linguistic and cultural experiences, fostering not only language acquisition but also cultivating critical thinking, creativity, and empathy among learners (Calafato, 2023; Hossain, 2024). This resurgence in the appreciation of literature stems from the recognition that literary works provide a rich, multi-layered linguistic input that engages readers on cognitive, emotional, and imaginative levels simultaneously (Singh, 2024).

This paper aims to propose a conceptual framework for a lesson plan within an intermediate reading course. The framework strategically leverages the integration of literature within a Genre-Based Approach (GBA) to significantly enhance reading comprehension. The discussion will detail the theoretical underpinnings and the conceptual implementation of a specific lesson plan, illustrating how this integrated pedagogical approach can achieve multifaceted learning objectives that extend beyond mere linguistic decoding.

This conceptual paper is timely in its effort to address the gap between theoretical insights into literature-based reading instruction and the structured pedagogical application of the Genre-Based Approach (GBA). In the context of Indonesian tertiary ELT, where curriculum reforms increasingly demand higher-order thinking, genre awareness, and intercultural competence, this study offers a concrete lesson model. Moreover, the creative activities proposed align with emerging global pedagogies that emphasize learner agency, multimodal literacy, and empathy through narrative engagement. By framing literature as a vehicle for both language and life skills, this framework proposes a sustainable, student-centered instructional model adaptable to various classroom conditions.

2. THEORETICAL FRAMEWORK

2.1. Reading Comprehension

Reading comprehension is fundamentally defined as “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language” (Snow, 2002, as cited in Cartwright, 2023). This active process requires the reader to build a “coherent mental representation of the information in a text” (Cartwright, 2023; Zafar, 2023). It is an interactive experience between the reader and the text, shaped by cognitive processes and prior knowledge. Key cognitive processes involved in successful comprehension include the activation of prior knowledge and the integration of new information with existing memory structures (An & Wang, 2023; Barzani et al., 2021). Furthermore, individual differences in working memory, executive functions, vocabulary knowledge, and inferencing abilities significantly influence the success of comprehension processes (Cartwright, 2023; Farisyah et al., 2025).

The consistent emphasis in definitions of reading comprehension on “meaning-making” and “interaction,” rather than simply recognizing individual words or sentences, indicates that comprehension is an active mental process, not a passive reception of information. This strong focus on the “construction of meaning” and the formation of a “mental representation” suggests that effective reading comprehension instruction must transcend traditional decoding and vocabulary drills. It necessitates pedagogical approaches that actively engage students in higher-order cognitive processes such as inferring, synthesizing information, and connecting new knowledge with existing mental frameworks (Lee & Chen, 2024; Farisyah et al., 2025). Simply understanding individual words or sentences is insufficient; the ultimate objective is a holistic understanding of the text’s overarching message and its implications. Therefore, a lesson plan designed to cultivate deep comprehension must incorporate activities that prompt active cognitive engagement, encouraging students to interpret, analyze, and synthesize information, rather than merely recall isolated facts. This shifts the instructional focus from “what the text says” to “what the text means to the reader and how it connects to other knowledge.”

2.2. The Pedagogical Value of Literature in ELT

Literature serves as a “rich source of linguistic input” (Hossain, 2024), providing authentic language in context, which is often considered more effective than isolated vocabulary lists or

decontextualized grammar drills in promoting second language acquisition (Barzani et al., 2021; Khatib & Rezaei, 2023). It exposes learners to a wide range of vocabulary, grammatical structures, and idiomatic expressions within engaging and meaningful contexts. Beyond its linguistic contributions, literature functions as a powerful medium for fostering creativity, empathy, and critical thinking skills (Hussein, 2025; Calafato, 2023). Literary texts stimulate imagination by depicting the vast spectrum of human experiences, emotions, and dilemmas, thus broadening students' worldviews and cultural sensitivities (Alharbi et al., 2025; Cruz, 2021).

Literature also activates multiple domains of engagement—cognitive, emotional, and imaginative—making it an ideal holistic pedagogical tool (Lee & Chen, 2024). Through character-driven narratives and culturally rich contexts, literary engagement strengthens all four language skills: listening, speaking, reading, and writing (Calafato, 2023; An & Wang, 2023). Particularly in reading, it demands analytical interpretation, nuanced inference-making, and deep comprehension. Literature's cross-cultural content enhances learners' intercultural competence and appreciation for global perspectives (Barzani et al., 2021).

The consistent emphasis across recent scholarship on literature's ability to promote not only linguistic growth but also broader developmental outcomes—including critical literacy and empathy—positions it as a cornerstone of effective language pedagogy. Rather than serving as a supplementary text type, literature enables meaningful cognitive and affective development. This view supports current calls to integrate language, culture, and literature in a unified curriculum (Hossain, 2024), affirming literature's indispensable role in shaping well-rounded communicators. Therefore, in designing intermediate-level reading instruction, educators should prioritize texts that are not only linguistically appropriate but also intellectually and emotionally engaging—those that provoke reflection, connection, and cross-cultural awareness.

2.3. The Genre-Based Approach (GBA) in Language Pedagogy

The Genre-Based Approach (GBA) is an instructional model centered on teaching students to understand and produce various text genres, recognizing that language use is inherently contextualized and purposeful (Krasniqi, 2019). It emphasizes language "in use" for particular social purposes and audiences. A key principle of GBA is its macrobased or top-down orientation, which involves moving from understanding the overall content and social purpose of a text (genre) down to its specific linguistic building blocks (grammar, vocabulary), rather than proceeding in the reverse order (Krasniqi, 2019). This contrasts with microbased, bottom-up approaches that prioritize isolated linguistic features. GBA typically involves four cyclical stages that provide systematic scaffolding (Angraini & Rozimela, 2020):

- **Building Knowledge of the Field (BKOF):** This initial stage focuses on activating students' prior knowledge and building contextual understanding relevant to the genre and topic at hand.
- **Modeling of the Text (MOT):** In this stage, students analyze examples of the target genre to comprehend its structure, purpose, and characteristic linguistic features, often through teacher-led demonstrations.
- **Joint Construction of the Text (JCOT):** This collaborative phase involves students working together to create texts within the target genre, with substantial teacher scaffolding and peer interaction.
- **Independent Construction of the Text (ICOT):** In the final stage, students autonomously produce texts in the target genre, demonstrating their independent application of the learned skills.

This approach is effective for scaffolding various language skills, such as transitioning listening skills into reading skills or speaking skills into writing skills, and for addressing achievement gaps by validating and building upon learners' existing proficiencies. It has been recognized and implemented in Indonesia's curriculum since 2013, considered an appropriate teaching approach for fostering both the understanding and production of texts (Angraini & Rozimela, 2020). The GBA structure provides a clear, systematic, and scaffolded pathway for learners to progress from initial exposure to a text or genre to independent mastery (Martin & Rose, 2008; Emilia, 2022). By commencing with Building Knowledge of the Field (BKOF) and advancing through to Independent Construction of the Text (ICOT), GBA supports the construction of mental representations crucial for effective reading comprehension (Cartwright, 2023; Humphrey & Hao, 2020). This progression allows students to internalize both the purpose and features of a genre before producing their own texts, reducing cognitive overload and facilitating deeper engagement with language.

This scaffolding is particularly vital for intermediate learners engaging with complex literary texts. GBA enables learners to move from comprehension to creation—first understanding the function and structure of genres and then applying that knowledge creatively (Emilia, 2022; Syarifuddin et al., 2023). The approach's top-down orientation means that students begin by grasping the social purpose and broader meaning of the literary text, which helps them anchor subsequent linguistic analysis in authentic communicative contexts (Dreyfus et al., 2021). Moreover, GBA provides a pedagogical infrastructure to harness literature for both receptive and productive skills. The model encourages meaningful engagement with literary texts, making abstract elements—such as tone, theme, or stylistic choices—accessible and teachable (Humphrey & Hao, 2020). The recursive cycle of modelling, joint construction, and independent production supports not only genre awareness but also critical and creative thinking. This positions GBA as a powerful framework that elevates literature integration beyond passive exposure into an intentional, skill-building experience that develops comprehensive language proficiency and critical literacy (Firkins et al., 2007; Emilia, 2022).

3. CONCEPTUAL LESSON PLAN: INTEGRATING LITERATURE FOR INTERMEDIATE READING COMPREHENSION

3.1. Lesson Plan Overview

The conceptual lesson plan is designed for an Intermediate Reading course at the undergraduate level (S1) at Universitas Negeri Malang. The specific module within the course is allocated 20 minutes, forming part of a broader 2-credit, 2-hour session. This contextual setting underscores the necessity for efficient, high-impact activities tailored to learners who possess foundational English skills but require further development in complex comprehension and interpretation (Angraini & Rozimela, 2020).

The chosen literary text for this lesson is the short story titled "Irreplaceable" by Fiona Murray. This contemporary narrative, with its themes of value, replacement, and office dynamics, is particularly suitable for intermediate learners. Its relatable content and accessible language provide a strong foundation for engaging discussions and creative responses.

The overarching course goal is "To strengthen students' ability in reading comprehension, interpretation, and creatively responding to texts through summarizing, analyzing characters, adapting content, and producing original written and visual works". This goal emphasizes a holistic approach to reading, extending beyond basic understanding to encompass higher-order cognitive engagement.



By the culmination of the course, students are expected to achieve specific, measurable learning goals, explicitly linked to Bloom's Taxonomy levels:

- **Summarize short stories:** Students will be able to write a three-sentence summary from memory, accurately including at least two main ideas or events (Understanding – Summarizing).
- **Compare and contrast characters:** Students will analyze core intrinsic elements by comparing their chosen character with a partner's, identifying at least two clear differences and one similarity in personality or motivation using textual evidence (Analyzing – Comparing, Contrasting).
- **Adapt a scene or dialogue:** Students will identify core intrinsic elements (plot) by rewriting a chosen dialogue or scene as one modern text message or quote, using creative elements such as emojis, abbreviations, slang, or drawings appropriately (Applying – Adapting, Creating).
- **Visualize key moments:** Students will reframe core intrinsic elements (setting) by designing and presenting a freeze-frame pose that clearly represents a key moment from the text, accompanied by at least a one-sentence creative caption (Creating – Designing, Presenting).
- **Create a new version of the story:** Students will comprehend intrinsic elements of the short story and create their own version of the narrative, with a minimum of 100 words and incorporating at least 10 new vocabulary words learned from the lesson (Creating).

The lesson explicitly employs a "Genre based approach, Face to face meeting". This pedagogical choice is central to the conceptual framework, as it provides the structured scaffolding necessary for effectively integrating literature, guiding students through the systematic process of understanding and producing texts within a specific genre.

3.2. Conceptual Implementation of Activities within the GBA Framework

The lesson plan integrates the Genre-Based Approach (GBA) through a series of structured activities designed to enhance reading comprehension and foster creative responses to literature. Here are the learning activities:

3.2.1. Opening Activities (5 minutes)

The session commences with the lecturer greeting students and checking attendance. Subsequently, the learning theme is introduced, potentially through an interesting fact related to the concept of 'irreplaceable,' followed by a brief outline of the session's learning objectives. These initial activities are crucial for establishing a positive learning atmosphere and setting clear expectations (Angraini & Rozimela, 2020). By introducing the theme and objectives upfront, students are mentally prepared for the lesson's content and purpose, fostering motivation and providing a cognitive roadmap for the subsequent genre-based learning cycle.

3.2.2. Building Knowledge of the Field (BKOF) - Pre-Reading Activities (3 minutes)

In this stage, students engage in a "Think-Pair-Share Activity" where they discuss questions related to the meaning of the word "Irreplaceable" with a partner. This is followed by a "Vocabulary Matching" exercise using a worksheet containing terms relevant to the story. This stage directly addresses the activation of prior knowledge and the development of essential linguistic knowledge, both of which are critical for reading comprehension. The Think-Pair-Share activity encourages collaborative meaning-making and helps students connect personally with the central theme, while



the vocabulary matching pre-teaches essential lexical items, thereby reducing potential comprehension barriers

By explicitly addressing vocabulary and activating prior knowledge *before* students engage with the full story, the lesson proactively scaffolds comprehension. This is particularly vital for intermediate learners who might otherwise be overwhelmed by unfamiliar vocabulary or abstract concepts within a literary text. The activities are designed to tap into students' background knowledge and existing language skills to prepare them for successful meaning construction from the outset, rather than waiting for comprehension difficulties to arise. This strategic pre-teaching minimizes cognitive load and enhances the likelihood of deeper engagement with the narrative. Effective pre-reading activities are thus not merely warm-ups but critical components of a comprehensive reading comprehension strategy, especially when integrating authentic and potentially challenging literary texts. They lay the groundwork for more complex analytical tasks.

3.2.3. Modeling of the Text (MOT) - (5 minutes)

Students first participate in a "Speed Summary" activity, reading the story independently for three minutes, then closing the text and writing a three-sentence summary from memory. Following this, they complete a "Tinder Profile Snapshot and Comparison Character" activity, where each student selects a character, fills out a profile worksheet, and then compares their chosen character with a partner's. In this stage, the teacher implicitly models how to extract global meaning and analyze specific textual elements. The Speed Summary encourages rapid, global comprehension and recall, a key reading skill for understanding the overall narrative. The Tinder Profile and Character Comparison activities guide students in analyzing intrinsic literary elements, such as character traits, and synthesizing information, demonstrating how to interpret textual evidence and compare perspectives. This aligns with GBA's top-down approach, where students first engage with the text's overall message and key components before proceeding to deeper, more collaborative analysis.

The transition from a "Speed Summary," which requires global comprehension and memory recall, to a "Tinder Profile Snapshot and Comparison Character" activity, which demands analytical comprehension of specific intrinsic elements like character traits and motivations, represents a deliberate pedagogical progression within the MOT stage. It models a movement from grasping the main ideas to delving into specific details and interpretations. The "Tinder Profile" activity, in particular, makes character analysis relatable and engaging for contemporary students, fostering personal involvement (Dio & Estremera, 2023) and making the abstract concept of character development concrete and accessible. This creative adaptation helps students internalize character analysis in a memorable way. Effective modeling should therefore demonstrate both macro-level understanding (summarizing) and micro-level analytical skills (character analysis), providing students with a comprehensive strategy for engaging with literary texts and preparing them for subsequent collaborative and independent tasks.

3.2.4. Joint Construction of the Text (JCOT) - (3 minutes)

Students collaborate by choosing a short moment from the text and rewriting it as a "Quotes of the Day – Modern Text Messages," incorporating creative elements such as emojis, slang, abbreviations, or drawings. Each pair then reads their adapted quotes alternately. Subsequently, they engage in a "Mini Freeze Frame Sketch," selecting a key moment, drawing a freeze-frame pose, and writing a one-sentence caption to describe it, which they then share with the class. JCOT emphasizes collaborative learning and shared meaning-making, where students co-construct understanding and creative responses with teacher scaffolding (Angraini & Rozimela, 2020). The



"Modern Text Messages" activity encourages creative adaptation and interpretation of dialogue or action, illustrating how language functions in different genres and contexts while fostering creativity and individual expression (Singh, 2024). The "Freeze Frame Sketch" promotes visualization and non-linguistic representation of key moments, deepening comprehension and allowing for multisensory classroom experiences and the visualization of the story (Krasniqi, 2019). Both activities require students to work collaboratively on mini-projects, thereby fostering communication and problem-solving skills.

These activities facilitate students' progression from passive reception to active, collaborative construction of meaning. By rewriting dialogue as modern text messages, students are compelled to deeply understand the original meaning, tone, and character dynamics, and then creatively adapt this understanding to a new genre. This demonstrates the application and creation skills outlined in Bloom's Taxonomy, requiring a nuanced comprehension of the source material. The "Freeze Frame Sketch" similarly demands visual interpretation and synthesis, transforming abstract textual moments into concrete representations and accommodating diverse learning styles (Dio & Estremera, 2023). The collaborative nature of JCOTis particularly beneficial for intermediate learners, as it provides a supportive environment for peer scaffolding and shared problem-solving in interpreting complex literary nuances. This fosters collaboration and communication skills¹¹ while reinforcing comprehension through active engagement and creative output.

The use of modern, relatable formats, such as text messages, makes the literary engagement highly relevant and intrinsically motivating, bridging the gap between traditional literary analysis and students' contemporary communication styles. Collaborative, creative tasks are therefore essential for intermediate learners to solidify comprehension and develop higher-order thinking skills, particularly when adapting literary content to new forms. They transform abstract understanding into tangible, shared outputs.

3.2.5. Independent Construction of the Text (ICOT) - Homework

Students are assigned "Creative Writing" as homework, where they independently compose a short alternative story (minimum 100 words) about a new office item or tool being introduced and the team's reactions to it. They are encouraged to be creative, write in detail, and incorporate at least 10 new vocabulary words learned from the lesson. This final stage of GBA empowers students to apply their learned skills autonomously. By writing an alternative story, students demonstrate their comprehensive understanding of the original text's intrinsic elements (characters, setting, plot, theme) and their ability to manipulate genre conventions and linguistic features independently. This fosters self-regulated learning and allows for individual expression and creativity. The vocabulary requirement encourages active integration of new lexical items into their productive language, moving beyond passive recognition to active, contextualized use.

The independent creative writing task serves as the culmination of the GBA cycle, where students demonstrate mastery by producing their own text within a defined genre. This activity not only assesses their reading comprehension, evidenced by how well they manipulate the original story's elements and themes in their alternative narrative, but also consolidates their linguistic and creative skills. The requirement for new vocabulary ensures active language acquisition and application, moving beyond passive recognition to active production, which is crucial for building robust linguistic competence (Alharbi et al., 2025). This task fosters self-reliance and independence in language use. The ability to independently apply knowledge and create new meaning is the ultimate measure of deep comprehension and learning. This ICOT activity is

therefore a critical component for demonstrating a profound understanding of the literary text and developing self-efficacy in language production.

3.2.6. Closing Activities (5 minutes)

Students are asked to write a short personal reflection (at least three sentences) about something important they learned from the story. The lecturer then provides a brief overview of the topic for the next session. Reflection is a crucial metacognitive process, enabling students to articulate their learning, identify challenges, and reinforce understanding (Angraini & Rozimela, 2020). It promotes self-awareness of their learning journey and encourages a growth mindset, which is vital for continuous improvement. The overview of the next topic provides continuity, preparing students for future learning and reinforcing the idea of a cohesive course progression.

Table 1. Lesson Plan Activities Mapped to GBA Stages and Learning Outcomes

GBA Stage	Lesson Plan Activity	Specific Learning Goal/Objective	Reading Comprehension Skill Developed	Broader Benefit (from literature/GBA theory)
Opening	Greet, Theme Intro, Objectives	Understand session purpose	Setting learning context	Motivation, Preparedness
BKOF	Think-Pair-Share	Discuss “Irreplaceable” meaning	Activating prior knowledge, Conceptual understanding	Collaboration, Personal connection

BKOF	Vocabulary Matching	Understand new vocabulary	Vocabulary acquisition, Pre-reading scaffolding	Reduced cognitive load, Enhanced comprehension
MOT	Speed Summary	Summarize story from memory	Global understanding, Main idea identification, Memory recall	Efficient reading, Overall comprehension
MOT	Tinder Profile & Character Comparison	Analyze intrinsic elements (character)	Character analysis, Textual interpretation, Inferencing	Relatability, Analytical thinking, Synthesis
JCOT	Mini Freeze Frame Sketch	Visualize key moments, Reframe setting	Visualization, Non-linguistic representation, Synthesis	Multisensory engagement, Creative expression, Collaboration
ICOT	Creative Writing	Create new story version, Use new vocabulary	Comprehensive understanding, Application of intrinsic elements, Vocabulary integration	Autonomous application, Self-expression, Linguistic consolidation
Closing	Personal Reflection	Reflect on learning	Metacognition, Self-assessment	Self-awareness, Growth mindset, Learning reinforcement

3.3. Proposed Assessment Strategies

The lesson plan incorporates detailed rubrics for various activities, ensuring comprehensive evaluation aligned with the stated learning objectives. These include: **Vocabulary Matching:** Assessed based on a key answer, evaluating foundational lexical knowledge; **Speed Summary Writing:** Evaluated on criteria such as Content Accuracy, Completeness, Clarity and Language, and Memory Recall & Insight; **Mini Freeze Frame Sketch:** Assessed on its Relevance to the Text, Creativity & Expression, Caption Quality, and Presentation & Teamwork; **Creative Writing (Homework):** Graded on Creativity & Originality, Structure & Organization, Character & Setting Development, Language & Style (including the use of new vocabulary), and Theme & Message. Additionally, a Peer Assessment prompt or guide is provided for the "Modern Text Messages" activity. This prompt encourages students to evaluate their peers' work based on Relevance to the

Original Text, Creativity and Use of Modern Style, Clarity and Emotion, and Presentation Effort. This fosters active engagement and critical evaluation among students.

The assessment strategy adopted is comprehensive, covering both receptive skills (comprehension, recall, analysis) and productive skills (writing, creative expression, presentation), and aligns directly with the multifaceted learning goals. The use of detailed rubrics provides clear expectations for students, promoting self-monitoring and goal-setting, and offers objective criteria for evaluation. The inclusion of peer assessment for the "Modern Text Messages" activity is a significant formative strategy. It promotes active listening, critical evaluation, and constructive feedback skills among students, while also providing immediate, low-stakes feedback on creative tasks. This fosters self-regulation and collaboration. Therefore, assessment within this framework is not merely summative but deeply integrated into the learning process (Angraini & Rozimela, 2020). It serves as a tool for continuous improvement, providing clear feedback loops that guide students' metacognitive development and refine their understanding and production skills.

4. DISCUSSION: PEDAGOGICAL IMPLICATIONS AND EXPECTED OUTCOMES

4.1. Enhancing Reading Comprehension through an Integrated Approach

The conceptual framework, by synergistically combining literature and the Genre-Based Approach, is expected to significantly deepen students' reading comprehension. Literature provides authentic, context-rich material necessary for meaningful engagement, offering "real language in context" and "complex narratives" (Singh, 2024). Concurrently, GBA offers the structured scaffolding (BKOF-MOT-JCOT-ICOT) to guide learners through complex textual analysis and meaning construction. This integration moves beyond superficial understanding, encouraging students to "construct a coherent mental representation" by actively engaging with the text, activating prior knowledge, and integrating new information. Activities such as summarizing (MOT), character analysis (MOT), and creative adaptation (JCOT, ICOT) compel students to process information deeply, leading to a more robust and nuanced comprehension.

The integrated approach is designed not merely to improve isolated reading skills, such as vocabulary recognition or main idea identification, but to cultivate strategic readers. By engaging with "complex narratives, analyzing character motivations, and interpreting subtle language nuances" within a structured GBA framework, students learn how to approach different literary genres, identify their conventions, and systematically apply various comprehension strategies. This process fosters metacognitive awareness, transforming students into more independent and effective readers who can apply these learned strategies to a broad spectrum of written material beyond the confines of the classroom (Singh, 2024). This framework thus cultivates lifelong reading habits and critical literacy, essential for navigating an information-rich world, rather than merely enabling comprehension of a single text. It empowers learners to become active meaning-makers.

4.2. Fostering Higher-Order Thinking and Creativity

The design of the lesson plan, particularly the Joint Construction of the Text (JCOT) and Independent Construction of the Text (ICOT) activities, actively promotes higher-order thinking skills such as analysis, synthesis, adaptation, and creation, directly aligning with the higher levels of Bloom's Taxonomy. Tasks like rewriting dialogues into modern text messages or creating alternative stories demand imaginative problem-solving and critical engagement with the text's underlying themes, characters, and structures (Alharbi et al., 2025). Literature, as a source that "stimulates and expands students' imaginations" and fosters "critical thinking and analytical skills" (Calafato, 2023), serves as an ideal medium for these activities. The creative outputs allow students

to express their interpretations and understanding in novel ways, moving beyond rote responses and encouraging individual expression (Singh, 2024).

The creative tasks are not simply supplementary activities for engagement; they serve as powerful indicators of deep comprehension. To effectively adapt or rewrite a scene (JCOT) or create an alternative story (ICOT), students must possess a nuanced understanding of the original characters, plot, tone, and underlying themes. This creative output is a form of transformative comprehension, where students internalize the text and then re-express it in a new form, demonstrating a higher level of understanding than simple recall or summary. This aligns with the notion that literature "stimulates the imagination by illustrating and broadening the infinite range of human imagination" (Alharbi et al., 2025). This approach positions creativity not just as an artistic skill but as a cognitive process intrinsically linked to advanced comprehension and critical thinking. It allows for a more authentic and profound assessment of understanding, as students are applying their knowledge in a novel context rather than merely recalling facts, thereby fostering problem-solving and critical thinking. Integrating creative tasks into reading comprehension lessons can therefore provide richer insights into student understanding, promote a more dynamic learning environment, and develop skills transferable to diverse real-world challenges.

4.3. Practical Considerations and Potential Benefits

The use of a relatable short story ("Irreplaceable") and modern, interactive activities is expected to significantly boost student motivation and engagement (Alharbi et al., 2025). Literature's capacity to encourage "personal involvement" (Dio & Estremera, 2023) and the GBA's emphasis on contextualized, purposeful tasks make learning more meaningful and enjoyable. This intrinsic motivation is a key predictor of learning success. The relatable content and interactive activities are anticipated to lower the affective filter, reducing anxiety and increasing student willingness to participate and take risks in language learning, thereby facilitating deeper engagement and more effective learning outcomes.

Engaging with literary texts provides insights into different cultures, historical contexts, and social issues, fostering empathy and a deeper understanding of diverse perspectives (Calafato, 2023). Even a seemingly simple story like "Irreplaceable" can open discussions on universal human experiences, societal values, work culture, and interpersonal relationships, thereby broadening students' worldview. The GBA's focus on genre production helps students understand how language functions in real-world contexts, preparing them to communicate effectively in various situations. The creative tasks, while fictional, require practical application of linguistic and communicative skills, bridging the gap between classroom learning and authentic language use.

While the lesson plan is conceptual, real-world implementation may encounter certain challenges. Drawing from the conceptual paper template's discussion of Project-Based Learning, which shares characteristics with this genre-based, activity-rich approach, potential hurdles could include time constraints. The allocated 20 minutes per session is a very brief period for complex tasks, necessitating extremely careful time management and efficient transitions between activities. Additionally, managing diverse student abilities within group activities and ensuring consistent student engagement and participation across all tasks may require flexible instructional strategies and additional teacher support.

5. CONCLUSIONS

This conceptual paper has presented a pedagogical framework for enhancing intermediate reading comprehension through the strategic integration of literature within a Genre-Based Approach. The analysis demonstrates that by combining the authentic linguistic and cultural

richness of literary texts with the structured, scaffolded progression of GBA, a comprehensive and engaging learning experience can be created.

The framework proposes a clear pathway for students to move beyond superficial decoding to the active construction of meaning, fostering a deeper understanding of texts. The systematic progression through GBA stages—from building foundational knowledge and modeling textual features to collaborative and independent text construction—ensures that learners are adequately supported in navigating complex literary narratives. Furthermore, the lesson plan's activities are meticulously designed to promote higher-order thinking skills, including analysis, synthesis, adaptation, and creation. The incorporation of creative tasks serves not only to enhance engagement but also as a powerful indicator of profound comprehension, allowing students to demonstrate their understanding through novel and transformative outputs.

While the conceptual framework highlights significant pedagogical benefits, including increased student motivation, enhanced cultural awareness, and the development of strategic reading abilities, practical implementation considerations must be acknowledged. The brevity of the allocated session time necessitates meticulous planning and efficient execution. In addition to practical implementation, future studies should pilot this conceptual framework across different proficiency levels and with diverse literary genres, such as poetry, drama, or graphic literature. Comparative studies could also evaluate the GBA's effectiveness against other approaches, such as task-based or inquiry-based models. Integrating technology—for example, digital storytelling tools or interactive e-books—may further amplify the framework's relevance in hybrid or online learning contexts. Finally, collaboration with content areas such as civic education, sociology, or environmental studies can help position literature-based reading instruction as a truly interdisciplinary endeavor.

Future research or practical applications could explore the optimal time allocation for such integrated lessons, investigate the long-term impact on students' reading habits, and examine the effectiveness of these strategies across diverse learning contexts and student populations. Ultimately, this conceptual framework offers a robust and adaptable model for educators seeking to cultivate not just proficient readers, but also critical thinkers and creative communicators through the engaging power of literature.

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THE IMPLEMENTATION OF SNAKES AND LADDERS: EXTRACURRICULAR EDITION AS A LEARNING MEDIUM TO IMPROVE STUDENTS' MASTERY OF ENGLISH VOCABULARY

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Abstract: This study aims to investigate the implementation of the Snakes and Ladders Extracurricular Edition as a learning medium to increase English vocabulary acquisition among the seventh-grade students at SMP Negeri 19 Malang. A descriptive qualitative approach was employed, involving 26 students as research subjects. Data were collected through post-tests and students' written reflections. The findings show that more than 80% of the students were able to master vocabulary relevant to the lesson content after the implementation of the media. Additionally, students' reflections indicated that the use of this game-based media facilitated easier vocabulary comprehension, enhanced learning motivation, and fostered an interactive and enjoyable classroom atmosphere. These findings suggest that game-based media can serve as an effective alternative in English language teaching, particularly in improving vocabulary acquisition.

Keywords: *Vocabulary Acquisition, Educational Game, Learning Media, Snakes And Ladders, English*

1. INTRODUCTION

English is one of the essential subjects taught at every level of education, from elementary school up to university levels. This is because learning English plays an important role in forming the foundation of international communication, which is a basic need to access English-based information and cross-cultural understanding in the current globalization era. Nurdiansyah et al. (2024) suggest that, as the most important international language, English is not only used as a means of communication among different countries but also utilized as a vital tool to develop science and technology. Furthermore, Yadnya (2016) argues that English proficiency is an access to the advancement of science and technology as well as a means for cross-cultural recognition and appreciation. Therefore, English is important for students to learn at every level of education, especially at the secondary school level.

In secondary schools, students who are usually aged 12-13 years old tend to like interactive and interesting learning. This shows that they are in a transition period from children to early adolescence (Asyia et al., 2022). They tend to have low learning concentration and are easily distracted by pleasant things (Noorhasanah et al., 2025). Learning activities that are too serious and monotonous can make them quickly feel bored and unenthusiastic. Conversely, when learning activities are presented in an interesting and interactive form, such as games, learners can be more open and enjoy the learning process. Through games, students can learn and feel happy at the same time. According to Woolfolk (2016), this stage is called the formal operational stage, where children can think hypothetically and use deductive reasoning. Therefore, in early adolescence, an interactive and fun learning approach becomes an effective approach to be implemented.

In learning English, mastering vocabulary is the most basic and important thing to master first. It can be said that vocabulary is the main foundation in language skills, whether listening,



reading, speaking or writing (Smith & Lee, 2023). Inadequate vocabulary mastery can make students face difficulties in understanding the context of English learning completely (Jones, 2024). Not a few students still have minimal understanding of reading and simple conversation due to a lack of mastery of basic vocabulary. Learning strategies that can help students remember and understand vocabulary in English need to be triggered. Instead of using an approach that only focuses on teacher explanations, an approach that combines visual, kinesthetic and interactive aspects is considered more effective in improving vocabulary mastery in students (Rafiq et al., 2024). Thus, to bring students to have language skills, there needs to be an interactive learning strategy directed at mastering basic vocabulary.

Game-based learning is an approach that combines game elements in the teaching and learning process to create a fun and interactive learning atmosphere. Grade VII students who are still in early adolescence tend to have high enthusiasm for activities involving social interaction, competition, and interesting visualization. Therefore, this approach is considered able to answer the challenge of low student learning motivation towards English subjects. Plass, Homer, and Kinzer (2015) stated that games in learning can increase the cognitive and emotional involvement of students, which has a positive impact on their memory of the subject matter, especially in the aspect of vocabulary mastery.

A number of previous studies have proven that the Snakes and Ladders game is an effective medium for learning English vocabulary, especially for young learners. One of them is a study conducted by Naharuddin and Megawati (2018) on elementary school students, where the Snakes and Ladders game was used in an experimental group to compare its effectiveness with conventional methods, namely the Grammar Translation Method (GTM). The results showed that students who learned through games had a significant increase in their vocabulary post-test results compared to the control group. In addition, students also show a more active and enthusiastic learning attitude, thus creating a more lively and enjoyable learning environment. This study reinforces the view that games can be used as a learning medium that is not only cognitively effective but also supports affective and motivational aspects in the teaching and learning process. In line with these findings, Fitriana and Maro (2018) also proved the effectiveness of snake and ladder games in increasing students' vocabulary mastery, but in the context of a higher level of education, namely, students of grade X of SMA Muhammadiyah 1 Malang. In this quantitative study, the experimental group taught using Snake and Ladder Board Game showed a higher average post-test score compared to the control group. This study not only recorded improvements in learning outcomes but also emphasized the importance of an active, communicative, and fun learning atmosphere. Through challenge cards inserted in the game, students are encouraged to interact and use vocabulary in relevant contexts, while practising their critical thinking skills. This shows that this kind of game media can be applied flexibly at various levels of education, including junior high school, while maintaining the principles of active learning.

Meanwhile, Zikriyati and Syafei (2018) examined the application of snake and ladder games in vocabulary teaching to elementary school students from a qualitative descriptive point of view. They highlight that game media can be a solution to overcome student boredom in the face of monotonous vocabulary learning methods. Through structured play activities, students not only get an enjoyable learning experience but also feel more confident and encouraged to actively participate in class. This study also emphasizes that the Snake and Ladder game is more effectively used as a strengthening medium after students have a number of vocabulary words that have been taught before, making it a tool to strengthen student retention and understanding. With engaging visuals and social interaction built through group play, students are emotionally and cognitively engaged in the learning process.

The three studies as a whole show that Snakes and Ladders game media can improve vocabulary mastery, learning motivation, and student involvement in English learning. Although the context and level of education studied are different, the basic principle of the effectiveness of this media remains consistent, namely, providing contextual, enjoyable, and encouraging students' active participation. Therefore, this study attempts to continue and expand on these findings through the development and implementation of Snakes and Ladders: Extracurricular Edition, specifically designed for junior high school students. This version not only contains vocabulary challenges, but also relates them to the theme of extracurricular activities, so that students can learn through contexts that are closer to their daily lives. With a qualitative descriptive approach, this study aims to explore in depth how this media is applied, as well as how students' responses and involvement during the learning process take place. So, the research questions are as follows:

1. How does the application of Snakes and Ladders: Extracurricular Edition media improve the English vocabulary mastery of grade VII students at SMP Negeri 19 Malang?
2. How did students respond to the use of Snakes and Ladders: Extracurricular Edition media in learning English vocabulary at SMP Negeri 19 Malang?

2. METHOD

This research applied a descriptive qualitative approach. This approach aims to describe and understand the phenomena that occur in the field based on data collected directly from participants. According to Creswell (2017), qualitative research is a process to understand the meaning built by individuals on a problem or phenomenon being studied. This approach is used because the researcher wants to explore in depth how the application of Snakes and Ladders: Extracurricular Edition media takes place in learning English vocabulary and how students respond to their learning experiences. Descriptive design is used because the focus of this study is to provide a comprehensive overview of the process and results of applying learning media without manipulating variables or providing special treatment. Thus, the results of this study are expected to provide a comprehensive understanding of the effectiveness of game media in the context of English classes at the junior high school level. This study did not use an experimental design because the main purpose was not to quantify the effect quantitatively, but rather to explore the dynamics of teaching and learning processes that occur naturally. Therefore, a qualitative descriptive approach is considered most suitable for capturing the meaning and learning experience of students as a whole.

This research was conducted at SMP Negeri 19 Malang with students in grade 7I in the even semester of the 2024/2025 school year. Grade 7I was chosen purposively because it had not received English vocabulary learning in the context of extracurricular activities, and had characteristics suitable for the application of educational game-based media. In addition, this class shows a fairly active level of learning participation and is open to innovative learning approaches. The research process was carried out in 7I classrooms during English lessons that had been scheduled by the school, in a regular class atmosphere with a duration of 2 × 40 minutes. The entire series of activities, which include the application of Snakes and Ladders: Extracurricular Edition media, post-test implementation, and written reflection filling, were carried out in one meeting. This selection of subject, time, and place aims to ensure that the data obtained reflects natural learning conditions and is relevant to the real context.

This research uses two main instruments, namely post-test and written reflection of students. Post-test was carried out after the use of Snakes and Ladders: Extracurricular Edition media to measure the mastery of English vocabulary related to extracurricular themes. The

question consists of completing sentences and matching word pairs. Due to time constraints, no pre-test was conducted. In addition, students' reflections are collected to understand their learning experience. Reflection is divided into two: the student's impression of learning and self-evaluation of the three learning objectives, with the help of emoticons as indicators of achievement. The combination of quantitative data from tests and qualitative data from reflections provides a comprehensive picture of the effectiveness of the learning media used.

The data analysis in this study follows a qualitative descriptive approach with reference to the Miles, Huberman, and Saldaña (2014) model which includes three main stages: data reduction, data presentation, and conclusion drawing. At the data reduction stage, information from the post-test was classified based on the level of vocabulary mastery (high, medium, low), while student reflection data was summarized to identify general responses to learning, including achievement of goals and student learning experiences. The data presentation stage is carried out by compiling data in the form of narratives and tables to facilitate understanding and highlight patterns of learning outcomes from both cognitive and affective aspects. The stage of drawing conclusions is carried out by compiling the final interpretation based on the trends of the data found. This process provides a comprehensive overview of the effectiveness of the learning media used.

3. FINDINGS AND DISCUSSION

English The data in this study were obtained through two main instruments, namely post-test and written reflection. Post-test is used to determine the extent to which students understand and master English vocabulary after learning with the media Snakes and Ladders: Extracurricular Edition. Meanwhile, reflection is used to explore students' experiences and perceptions of the learning process they have undergone.

3. 1. Students' Post-Test Results

The post-test results given after learning showed that most students in grade 7I of SMP Negeri 19 Malang had mastered English vocabulary related to extracurricular activities. Of the 26 students, 21 students (80.77%) obtained scores in the high category, with a score range between 86 to 100. Four other students (15.38%) were in the medium category with a score range of 75-85. Meanwhile, only one student (3.85%) obtained a score in the low category, which is below 75.

The high percentage of students who reach the high mastery category shows that the Snakes and Ladders: Extracurricular Edition media contributes positively to vocabulary mastery. The post-test question, consisting of ten questions, including the type of fill in the blank and matching, can be answered well by most students. This shows that through the game, students not only memorize words, but also understand their use in the right context. Thus, it can be concluded that the application of this media is effective in improving students' cognitive aspects, especially in the acquisition of English vocabulary.

3. 2 Results of Students' Reflection

Table 1. Students' Post-Test Results

Category	Score	Number of students:	Percentage
High	86 - 100	21	77%
Moderate	85	4	15:38
Low	X < 75	1	3.85%

Table 2. Results of Students' Reflection

Reflection Statement	Absolutely.	It can be	I can't yet!
Mention at least 3 verbs related to extracurricular activities	13 students (50%)	13 students (50%)	0 students (0%)
Describe extracurricular activities in one simple sentence	10 students (38.64%)	14 students (53.85%)	2 students (7.69%)
Using <i>adverbs of time</i> and <i>adverbs of place</i> in two sentences	8 students (30.77%)	15 students (57.69%)	3 students (11.54%)

In the first statement, "Now I can mention at least three verbs related to extracurricular activities", all students showed positive achievements. A total of 13 students (50%) chose "can" and 13 other students (50%) chose "can". None of the students stated "not yet", which indicates that all students feel able to mention the vocabulary taught. This shows that the learning media used is quite effective in helping students remember and recognize verbs in the context of extracurricular activities.

In the second statement, "I can describe extracurricular activities in one sentence correctly", 10 students (38.46%) stated "Strongly able", 14 students (53.85%) stated "able", and 2 students (7.69%) felt "unable". These results indicate that the majority of students have understood how to compose simple descriptive sentences using the vocabulary learned, although there are a small percentage of students who still need further assistance

Meanwhile, in the third statement, "I can apply the adverb of time and adverb of place in two sentences", there were 8 students (30.77%) who answered "strongly able", 15 students (57.69%) answered "able", and 3 students (11.54%) stated "unable". Compared to the previous two goals, this third statement presents a bit more of a challenge for students, which could be due to the higher complexity of sentence structure. However, as many as 88.46% of students still showed positive mastery of the material.

Overall, student reflection shows that game media is not only interesting and fun, but also able to encourage students' active involvement in the learning process. The choice of emoticons that describe success shows that most students feel successful in achieving the set learning goals. This reinforces the findings from the post-test that the Snakes and Ladders: Extracurricular Edition media has a positive impact both cognitively and affectively in learning English vocabulary.

4. CONCLUSION

This study aims to examine the effectiveness of the media implementation of Snakes and Ladders Extracurricular Edition in improving English vocabulary mastery in grade VII students. Based on the results of data analysis, it was found that this game media is effective in supporting the achievement of vocabulary learning objectives. This is shown by the results of the post-test, which showed that more than 80% of students achieved the highest level of vocabulary mastery. In addition, the results of students' reflections show that this media not only helps them in understanding and remembering vocabulary, but also creates a fun, collaborative learning atmosphere, and increases their learning motivation. These findings answer research questions about the impact of the use of game-based media on students' vocabulary mastery, as well as strengthen the theory that learning approaches that combine visual, kinesthetic, and interactive elements can provide more optimal results compared to conventional methods. Therefore, the results of this study can be used as a reference to the practice of learning English at the junior high school level, especially in creative and contextual media planning. In addition, this study also

contributes to the development of game-based learning theory as an effective alternative strategy in language learning.

This study has several limitations. The limited time and preparation caused the pre-test not to be carried out, so that the evaluation of learning outcomes was only based on post-test data and student reflection. In addition, the limited amount of game media available can become an obstacle in time management and study groups if not planned properly. Therefore, further research is recommended to involve more complete evaluation stages and ensure maximum media readiness to avoid technical obstacles during the learning process.

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THE USE OF SNAKES AND LADDERS GAME TO IMPROVE STUDENTS' UNDERSTANDING OF REPORT TEXT IN SENIOR HIGH SCHOOL

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Abstract: The aim of this study is to investigate whether the use of snakes and ladders game can improve students' comprehension of report text. This study was conducted in a public high school using a quantitative approach with a one-group pretest-posttest design. A total of 30 tenth-grade students were involved as the experimental group. The process began with a pretest to measure their initial understanding, followed by a learning session using the Snakes and Ladders game integrated with the report text material, and finally ended with a posttest to assess the improvement. The instrument used was a multiple-choice test covering text structure and language features. The Shapiro-Wilk and Kolmogorov-Smirnov methods were used in this study to test the normality from the data and showed that the data was normally distributed. Paired sample t-test analysis showed a significant increase in students' scores after the treatment, with a probability value below 0.001. The results showed that the snakes and ladders game was effective in improving students' understanding of report text and also created a more interactive and fun learning atmosphere.

Keywords: *Game-Based Learning, Report Text, Snakes And Ladders, Students' Understanding, Teaching Media*

1. INTRODUCTION

Education is a conscious effort to guide and teach students to develop their knowledge, from “not knowing” to “knowing” and from good to better (Kartikaningrum & Mulyani, 2024). Rahayu & Prasetyaningtyas (2024) also noted that education plays an important role in developing students' abilities, helping them to activate their potential to achieve their goals in life. One of the subjects that has an important role in the world of education in Indonesia is English. English is one of the compulsory subjects in the national curriculum that is taught from elementary to high school level.

Nevertheless, mastering English is considered challenging for most students in Indonesia. This can be caused by factors such as the lack of exposure to English in everyday life and the fact that English is not their mother tongue. Because it is not their mother tongue, students often have difficulty in understanding the basic aspects of language, including the structure and also the language feature of the text. As a result, students often experience challenges in understanding the material.

In order to address this problem, innovative and interactive learning media are needed so that the material can be absorbed more easily and enjoyably. Khairi (2023) and Tiarawati & Sukartono (2024) suggest that one of the innovative learning models that is in great demand by students is Game Based Learning (GBL). The use of a modified Snakes and Ladders game for educational purposes is considered a potential solution. In this learning medium, the teacher designs a Snakes and Ladders game board on which there is a “take a question” letter, and also creates question cards in accordance with the material. Then, students are invited to play while reviewing and applying the material, either individually or in groups.

A number of previous researchers have proven the effectiveness of learning media based on the Snakes and Ladders game in improving student learning outcomes. Maulana et al. (2024) found that the use of this media had a significant effect on learning outcomes. Similar findings were reported by Rahayu & Prasetyaningtyas (2025) in the context of learning Pancasila Education at the elementary level. In the field of science, Kartikaningrum & Mulyani (2024) successfully developed “UTAYA” media, which is a CTL-based Snakes and Ladders game for physics learning. The results showed that this media is not only feasible to use but also effective in improving student understanding. Meanwhile, Fitriani & Insani (2024) proved that the learning model based on the Snakes and Ladders game is effective for improving the ability to write Javanese script.

Nonetheless, there is still very limited research that examines the use of Snakes and Ladders media in the context of English language learning, especially in the comprehension of genre-based texts such as report texts at the senior high school level. Moreover, the majority of studies are conducted at the elementary or junior high school level, on the other hand, challenges in high school education especially for text material is more complex and requires a different approach. In fact, understanding report text is one of the important competencies in the English curriculum. Based on observations made by researchers during teaching assistance activities in one of the senior high schools, it was found that many students experienced challenges in understanding report text. The problems that arise include the difficulty in defining report text, the difficulty in identifying the structure of the text, distinguishing the structure of report text from other types of text, and the mastery of language features such as simple present tense and passive voice. Despite the material having been delivered repeatedly, students’ understanding of report text is still relatively low.

This research is expected to provide benefits in providing alternative solutions for English teachers in addressing students’ difficulties in understanding report text. The results of this study can also be an additional reference for other researchers who are interested in developing innovative and enjoyable game-based learning media.

The purpose of this study is to investigate whether the use of Snakes and Ladders game media can improve tenth-grade students’ understanding of report text at the senior high school level. In this case, the research was conducted at SMAN 1 Gondanglegi. Given the intended objective, this study will answer the following question:

1. Is there a significant improvement in students’ understanding of report text after using the Snakes and Ladders game?

2. METHODOLOGY

This study employs a quantitative research approach with a quasi-experimental design, specifically a one-group pretest-posttest design. In this study, there was only one experimental group without a control group. Before being given the treatment, students were first given a pretest to find out their initial understanding of the report text material. Afterwards, they were given treatment in the form of using Snakes and Ladders game media in the learning process, then followed by a posttest to see changes or improvements in their learning outcomes.

This research was conducted at SMAN 1 Gondanglegi, which is one of the public high schools in Malang Regency. This school was chosen because the researchers had previously conducted teaching assistance activities there and found problems relevant to the research focus. The subjects in this study were students of class X-6 consisting of 30 students. Specifically, this class consists of 9 male students and 21 female students. This class was chosen because based on the initial observation, many students still have difficulties in understanding report texts.

The instrument used in this study is a pretest and posttest in the form of a multiple choice test specifically designed to measure students' understanding of report text. It covers aspects such as text structure, language features such as simple present tense, technical terms, up to passive voice.

This study collected data through a series of activities in one meeting for two lesson hours with a duration of 2 x 45 minutes. The process began with giving a pretest for 10 minutes to measure students' initial understanding of report text. After that, the implementation of Snakes and Ladders learning media was carried out for 70 minutes. The activity started with a brief explanation of the game mechanism. Subsequently, students were actively involved in the game where they answered various questions in groups related to report text while playing. The posttest was given at the end of the meeting for 10 minutes with the same material coverage as the pretest, but with different variations and forms of questions to avoid the memorization effect.

This research applies quantitative statistical analysis to test the effectiveness of Snakes and Ladders learning media in improving the understanding of report text. The data used were sourced from the results of pre-test and post-test given to students of class 10 of SMAN 1 Gondanglegi. Data analysis was conducted using SPSS . The initial step in the analysis is to conduct a normality test using the Shapiro-Wilk test because the number of samples is less than 50. This test aims to determine whether the data is normally distributed. The results of the normality test will be the basis for selecting further statistical tests. If the data is normally distributed, then a paired sample t-test is used. This test was chosen because it is used on two groups of data coming from the same subject, before and after being given treatment in the form of learning using snakes and ladders media. However, if the data is not normal, a non-parametric alternative is used, which is the Wilcoxon signed-rank test. Furthermore, hypothesis testing is carried out using the appropriate statistical test based on the results of the normality test. This study tested two hypotheses:

1. Null hypothesis (H_0) which states that there is no significant difference between the pre-test and post-test results.
2. The alternative hypothesis (H_1) which states that there is a significant difference between the pre-test and post-test results

The significance level used is $\alpha = 0.05$, which means that the difference is considered significant if the p value < 0.05 .

3. RESULT

The Snakes and Ladders game was implemented in the learning process as a medium to help improve students' understanding of report texts. This section presents the results of statistical analyses comparing the students' performance before and after the use of the game. The analysis includes the normality test and the paired sample t-test.

Table 1. Normality Test

		Test of Normality					
		Kolmogorov-Smirnov			Shapiro-Wilk		
Test result	Class	Statistic	df	sig.	Statistic	df	sig.
	Pre Test	.167	30	.031	.934	30	.064
	Post Test	.143	30	.121	.925	30	.036

a. Lilliefors Significance Correction

Before conducting the paired sample t-test, a normality test was carried out to determine whether the data distribution was normal. As shown in Table 1, the Shapiro-Wilk significance value

for the pre-test is 0.064, and for the post-test is 0.036. While the pre-test value is greater than 0.05 and indicates that the pre-test data is normally distributed, the post-test value is slightly below 0.05. However, considering that both the Kolmogorov-Smirnov and Shapiro-Wilk tests are used for reference, and the Kolmogorov-Smirnov value for the post-test is 0.121 (greater than 0.05), it can still be interpreted that both pre-test and post-test scores meet the assumption of normality. Therefore, the data can be further analyzed using parametric tests such as the paired sample t-test.

Table 2. Paired Sample T-test

Paired Samples Test									
Paired Differences									
95% Confidence Interval of the Difference									
	Mean		Std Deviation	Std. Error Mean	Lower	Upper	t	df	Sig (2-tailed)
Pair 1	Pre Test- Post Test	-10.667	11.198	2.045	-14.848	-6.485	-5.217	29	<.001

The findings of this study indicate a significant improvement in students' understanding of report texts after the implementation of the Snakes and Ladders game. As shown in Table 2, the probability value score of the data is < 0.001 . This means that the score is smaller than the tolerated significance level of 0.05, indicating that the result is statistically significant. This result leads to the rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_1). It also supports the conclusion that the Snakes and Ladders game can be considered an effective medium to enhance students' comprehension of report texts in the classroom.

4. DISCUSSION

Education The results of this study showed that Snakes and Ladders game media proved effective in improving students' understanding of report text. The statistical data showed a highly significant difference between the pre-test and post-test scores ($p < 0.001$), which means that the media is indeed effective in helping students understand the material, in this case it is about report text. This is in line with the findings of Khairi (2023) who stated that game-based learning models are very effective in achieving learning objectives. A similar study was conducted by Wulansari & Azizah (2018) which showed the same result. The significant improvement seen from the pre-test and post-test results ($p < 0.001$) proves that this playful learning has succeeded in creating an effective learning. This finding is in line with Maulana et al. (2024) who stated that the use of Snakes and Ladders media can make the teaching and learning process more fun, interactive, and effective, thus contributing to the improvement of students' learning outcomes.

The Snakes and Ladders media has advantages as a learning tool. This game is already familiar among students (Haiya, 2023; Wulansari & Azizah, 2018). In addition, this media is easy to make and develop in accordance with learning needs. Teachers need to prepare a game board, dice, and

question cards that are adjusted to the learning material, which in this case is report text. With a simple yet attractive design, this media is able to attract students' attention and make them more active in understanding the material. As Rizkiana & Sari (2024) emphasized, learning media plays an important role in turning abstract material into concrete. In this context, Snakes and Ladders media succeeded in bringing the report text to life through physical interaction by rolling the dice, moving on the game board, and group discussion when answering questions. Besides, the fun characteristic is able to create a more relaxed learning atmosphere while still focusing on the learning objectives.

However, the successful implementation of this media cannot be separated from the role of the teacher in preparing and managing learning. As Afandi (2024) stated that the media and methods used in learning must be able to answer the needs of students so that the learning process is more effective. Fitriyani et al (2022) suggested that teachers can do this through the use of appropriate learning media. In this context, the snakes and ladders game is an innovative solution that is not only fun, but also able to bridge the gap in students' understanding of the report text which has been considered as challenging. In this study, the teacher not only acts as a facilitator, but also ensures that the game is oriented to learning objectives. The whole study shows that an interactive and game-based learning approach of snakes and ladders is an effective alternative in improving students' understanding of English texts, especially report texts.

5. CONCLUSION

Based on the results and discussion, it can be concluded that the Snakes and Ladders game is effective in improving students' understanding of report texts. The statistical analysis showed a significant difference between students' pre-test and post-test scores, with a probability value of < 0.001 . This result proves that the game-based learning approach had a positive impact on students' comprehension.

The Snakes and Ladders game also provides some practical advantages. The game is familiar for students, easy to prepare, and can be easily adapted to the learning material. It also helps to reduce tension in the classroom and encourages students to participate more actively by creating a fun environment. However, the success of its use depends on how the teacher plans and guides the learning activities to stay focused on the learning objectives.

Considering the positive results of this study, future research is recommended to explore the use of this media further. It is recommended to conduct a study with a longer implementation time and involve a control group to get more comprehensive and generalizable results. In addition, other game innovations that are also interesting for English language learning can also be developed. Thus, it is hoped that this research can contribute to educators in developing learning models that are creative and adaptive to the students' needs.

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SPEECH ACT ANALYSIS: TEMPLATE MESSAGES FROM ADMIN 1 IN AN ENGLISH COURSE

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Abstract: This research analyzes the customer service template message in X, an English course company, specifically focusing on the speech act aspect. This research aims to identify and analyze the types of speech acts found in customer service template messages used by Admin 1 of X. The theories that are used in this research are pragmatics by Yule, speech act by Austin, and John Searle. This research uses a qualitative approach, collecting data from WhatsApp message templates. The source of the data is a template from X company, specifically from Admin1, as the front desk that serves the customers' needs about any information in X, except for financial matters. The number of messages is 31, but it was reduced to 29 because the two messages are the link to the location and the link for Zoom. From the research, the messages mostly used locutionary act only (50,9%), then used directive illocutionary act (14%), and the combination of locutionary and illocutionary (31,6%).

Keywords: *Speech Act, Customer Service, Locutionary Act*

1. INTRODUCTION

According to the Oxford Dictionary, business is an activity of making, buying, selling, or supplying goods or services for money. There are various types of business sectors, for example, businesses in the education sector. Nowadays, those businesses have different systems of teaching their students, and they can be divided into two: online and offline (some companies may use both). Although in a similar sector, the specific field is different, and it is affected by the target market needs such as online/offline courses for general mathematics, language, or science subjects at any level of school; college entrance exam; specific language courses like English, Japanese, Korean, Mandarin, etc.. One of the things that can't be separated from business or company is customer service, which refers to interactions to give the best experience for the customer through telephone, email, text message, direct interaction, or another communication medium (Pilo, 2024). Moreover, it holds an important role because if a company can give its best service, it will give benefits to the company itself (Pilo, 2024). According to Frank J. Spicuzza (n.d.), the keys to a successful business are being polite and listening to the customer, telling the customer what you were able to do, doing it in a timely manner, and doing it right because what distinguishes businesses is the quality of service. It happens because customer service or front desk staff are a part of the business's representation for the consumers, and they will have a strong sense of predicting guests' requirements and fulfilling their expectations (Jawabreh, 2022).

As stated before, customers can contact an agency through any medium of communication, both offline and online. The general way of online communication is via WhatsApp. WhatsApp is an app that is an alternative to SMS (short message service), and now the user can do voice or video calls, send videos, photos, documents, location, and voice notes (WhatsApp, 2025). Because of the shift to digital communication, the customer can easily ask the front desk or customer service about their problem through the contact provided by the company (Widiana, 2024). Another result of digital communication is the use of template messages by a company, which is used to explain its product or service. Those messages will be sent based on the customer's need,

so if the customer asks about A, the front desk will give the best response for it. The template messages can be divided into two: the automatic when a customer texts for the first time, and the other one is the template that can be chosen if the front desk clicks the slash first (then the choice of templates will appear).

A previous research, *Speech Acts in E-Commerce Customer Service: A Library Research on Pragmatic Strategies in Digital Communication*, conducted by Eka Surya Fitriani, et al. in 2024, concluded that good communication between customer-sellers provides the brand reputation in the digital environment. According to Fitriani et al. (2024), each kind of speech act represents a different purpose of customers' interaction based on their needs. However, the data was taken from library research rather than data from actual customer service conversations.

Another previous research is *Speech Act Strategies of Customer Service Officers of Internet Provider Company in WhatsApp Group Interactions* by Yuli Widiyana and Wenny Wijayanti in 2024, with the aim to identify and analyze the type of speech act and cultural and digital factors related to Javanese communication. In this research, cultural norms have a crucial role in influencing consumer behavior in public service since the norms are continuously obeyed in order to prevent bothering other people and sustain social relations. The result of this is the understanding of cultural pragmatics in a workplace and the importance of considering the cultural norms when communicating with the customer through a digital system.

However, the studies above have analyzed the speech acts in e-commerce customer and WhatsApp group interaction, rather than templates for customer conversations. Therefore, this study aims to fill that gap by analyzing the customer service template message in X, an English course company, specifically focusing on the speech act aspect. In theory, the findings will give an understanding of pragmatics in digital customer service platforms.

2. THEORETICAL FRAMEWORK

On the surface, this research analyzes the pragmatics of the messages since pragmatics is the study of "invisible" meaning, or how we recognize what is meant even when it is not actually said or written (Yule, 2017). In order to deeper analyze the template of customer service messages in E, an English course company, the researcher used speech act theory by J.L. Austin and John Searle. Based on the *How to Do Things with Words* by J.L. Austin, stated that we may have another purpose when we say something.

We first distinguished a group of things we do in saying something, which together we summed up by saying we perform a locutionary act, which is roughly equivalent to uttering a certain sentence with a certain sense and reference, which again is roughly equivalent to 'meaning' in the traditional sense. Second, we said that we also perform illocutionary acts such as informing, ordering, warning, undertaking, i.e., utterances which have a certain (conventional) force. Thirdly, we may also perform perlocutionary acts: what we bring about or achieve by saying something, such as convincing, persuading, deterring, and even, say, surprising or misleading (Austin, 1962).

The analysis will also use the categories of illocutionary acts by John Searle. These are the categories by Searle (1979):

1. Assertive (the speaker speaks what they believe),
2. Directive (the speaker tries to get the hearer to do something)
3. Commissive (the speaker commits themselves to do something)
4. Expressive (to express the speaker's feeling and attitude),
5. Declarative (the speaker's statement that changes the situation immediately within the context).

These frameworks guide this study in classifying the messages based on their communicative functions, distinguishing between informative, directive, and expressive purposes.

3. METHOD

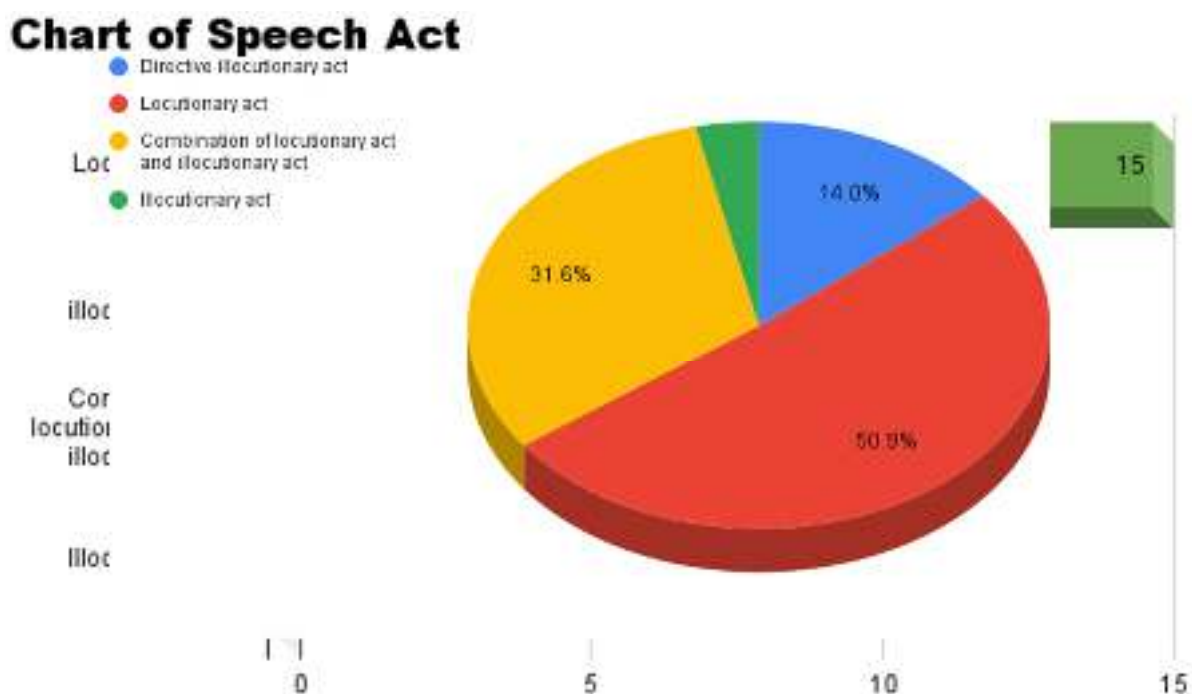
In this research, a qualitative method is employed, with the data collected from WhatsApp message templates. The source of the data is a template from X company, specifically from Admin1, as the front desk and serves the customers' needs about any information in X, excluding financial matters. The dataset consisted of 31 messages, but it was reduced to 29 because the two messages were the link to the location and Zoom. Since the dataset is taken from a small scope—from an admin of a single company, it is more appropriate to call it research data rather than a corpus, which typically involves a larger collection of texts.

Moreover, for the data analysis, the researcher identifies the speech act in each of the messages based on the theory by Austin (1962) and Searle (1979). Since the research focuses on the linguistic form and intended meaning rather than listener responses, perlocutionary acts were excluded. The data are separated based on their purpose first, then breakdown the language in order to know some words as the key term to determine which message uses a locutionary act and/or illocutionary act. The result will be gathered and presented according to the speech act classification as proposed in the theoretical framework.

4. FINDINGS AND DISCUSSION

From the 29 analyzed messages, 15 use a mix of locutionary speech act, combination of illocutionary act, directive illocutionary act, and combination of locutionary and illocutionary act.

Picture 1. Chart of Speech Act



Picture 2. Chart of Speech Act (in Percentage)

4.1. Locutionary Act

The most speech act used in the messages is a locutionary act, whether it is in a message or mixed with another speech act. This speech act is used for the confirmation, pricelist, learning

program, front desk's WhatsApp number, curriculum, materials, and working hours.

The dominance of locutionary acts in the messages points out that the customer service communication at X prioritizes clarity and accuracy in delivering information, such as details, prices, or schedules. Moreover, the straightforward manner in customer communication helps maintain communicative effectiveness and reduce misunderstandings.

These are examples of messages with locutionary acts only:

Table 1. Analysis of Locutionary Act

Message	Analysis
Adult Class for General and Conversation	The information of "Adult Class for General and Conversation," and the cost breakdown are to inform what kind of program that they have and offer. So, if any customer chooses a program, they know how much they must pay.
Berikut Biaya untuk kelas Private: Paket 40x meeting ...+buku Rp...+Registrasi Rp...	
Berikut Biaya untuk kelas Private Berdua/Bertiga: Paket 40x meeting Rp...+buku Rp...+Registrasi Rp...	
Berikut Biaya untuk kelas Group: Paket 40x meeting Rp...+buku Rp...+Registrasi Rp...	The pragmatic function is to inform the customers in a clear manner about the enrollment.
1. Program General (yang di pelajari bahasa inggris secara umum mulai dari grammar, speaking, listening, reading dan writing) 2. Program Conversation (yang di pelajari lebih fokus ke speaking dan listening) 3. TOEFL/IELTS (lebih ke latihan2 soal)	These are the English learning programs from X. The word choice is only to give information in an effective way because it also explains the materials as clearly as possible. "Program General" or general program here involves learning English comprehensively, which is understandable. Then the "lebih fokus ke .." or "more focus on" is an addition and differentiates the program from the general.
	This is a locutionary act because it gives factual information about available programs.
ADMIN 1: wa.me/6282 ☒ Melayani penjadwalan kelas ☒ Melayani penggantian kelas ☒ Melayani konfirmasi ijin tidak masuk	This message contains the admins' WhatsApp numbers and their responsibilities and is classified into a locutionary act. The purpose is to facilitate communication with the customer.
ADMIN 2: wa.me/6281 ☒ Finance ☒ Melayani pembayaran	

"Materi Holiday Class

Meeting 1 & 5 Crafting

Meeting 2 & 8 DIY (Do it Yourself)

Meeting 3 & 6 Re-telling Story

Meeting 4 & 10 Library Treasure Hunt

Meeting 7 & 11 Movie Time

Meeting 9 & 12 Science Experiment"

The message is to inform the customer about the material for each meeting of the holiday class. It functions as a straightforward locutionary act without additional pragmatic implications.

4.2. Illocutionary Act

4.2.1 Directive Illocutionary Act

The directive illocutionary act is the second most used in the messages. The directive illocutionary act in these four messages shows that the communication not only focus on giving information, but also ask the customers to take actions like filling the form, sending data, or confirming attendance. When consumers are required to perform an action, the front desk does not apply pressure. Here, they still maintain politeness by using the words *mohon* and *silahkan*. These are examples of the messages and their analysis:

Table 2. Analysis of Directive Illocutionary Act

Message	Analysis
halo kak, belum sampai ya? ini kelasnya sudah dimulai	The question "belum sampai, ya?" or "haven't arrived yet" and "ini kelasnya sudah dimulai," or "the class has started," indirectly urge the receiver to come to the class.
Untuk pengiriman buku, mohon melengkapi data berikut: Nama : Alamat : No hp :	The phrase "mohon melengkapi data berikut," or "please complete the following data," is used by the speaker in order to get the receiver to do something.
Silahkan mengisi form registrasi berikut: https://	Through this message, the speaker asks the receiver to do something which is to fill the registration form.



halo, apakah hari ini bisa datang pukul ?

Through this message, the speaker asks the receiver to do something: to come to the X office

4.2.2. Combination of Speech Act

Some of the messages use both the locutionary act and the illocutionary act with different purposes. The combination of speech acts in messages implies that a message can perform multiple communicative functions at once. For example, a message may both inform (locutionary act), express gratitude (expressive illocutionary act), and reassure (assertive illocutionary act); or using the combination of the illocutionary act itself. It points out that in business digital communication, it is still necessary to balance factual information, politeness and warmth. Expressive and assertive illocutionary act here is used to build connection with the customers and emotional responses in shaping consumer interaction and satisfaction (Fitriani et al.,2024).

Table 3. Analysis of the Combination of Speech Acts

Messages	Analysis	Speech Act
mohon maaf, ini dengan siapa dan dimana? ada yang bisa kami bantu?	The speaker uses "Mohon maaf" or "I'm sorry" in order to express the feeling and attitude before responding to the questioner. (Expressive illocutionary act) Then, "ini dengan siapa dan di mana?" or "with whom and where?" just ask about the information in order to know who it is. (Locutionary act) "Ada yang bisa kami bantu" or "What can I help you" is used to offer help and the speaker commits to help the customer. (Commissive illocutionary act)	Expressive illocutionary act, commissive illocutionary act, and locutionary act
Untuk pembayaran bisa transfer ke rekening berikut • Bank M 17 atas nama X Jika sudah transfer, mohon dikirim bukti transfernnya. Terimakasih	In this message, the speaker is trying to get the receiver to do what the speaker's want through the phrase "jika sudah transfer, mohon dikirim bukti pembayarannya," or "if you've transferred the payment, please send the receipt," and give the information about the E account number. Locutionary act for the account	Locutionary act and directive illocutionary act

number and directive illocutionary
act for the receipt.

Hi Parents, Kami dari X dengan senang hati ingin memperkenalkan kurikulum belajar kami kepada Anda. ... Kami percaya bahwa konsistensi dalam belajar adalah kunci keberhasilan. Teknologi Pembelajaran Terdepan: Kami menggunakan platform pembelajaran terkemuka, yaitu Lexia Core 5, ... Buku Internasional Berkualitas: Materi pembelajaran kami didukung oleh buku-buku berstandar internasional, ... Pengukuran Kemajuan yang Terukur: Kami akan memberikan tes evaluasi kepada anak-anak sebanyak 3 kali selama kursus ... Kami yakin bahwa pembelajaran yang menyenangkan ... Kami berkomitmen untuk ...	This message introduces the applied curriculum in the E learning program. Here are some phrases with different functions. "dengan senang hati" or "with pleasure," aims to express the speaker's feeling. (<i>Expressive illocutionary act</i>) "kami percaya bahwa...", "kami yakin," or "we believe that..." is used to state what speakers believe in what they do. (<i>Assertive illocutionary act</i>) Then the statement of "using Lexia Core 5 to help the students," and "buku-buku berstandar internasional," or "international standard books," which is what was actually said by the speaker. (<i>Locutionary act</i>) "Kami akan memberikan tes evaluasi," or "we will give an evaluation test,"; "Kami berkomitmen," or "we are committed," that points to the speaker's commitment to do something. (<i>Commissive Illocutionary act</i>)	Locutionary act, expressive illocutionary act, assertive illocutionary act, and commissive illocutionary act
Halo, Kami dari X, Terimakasih telah mendaftar di Booth kami di S Mall 🥳 mohon untuk melengkapi	This message started with the expression of thanks with the phrase "terima kasih," or "thank you," which is completed with "🥳" emoticon that usually used for excited feeling. (<i>Expressive</i>	Expressive illocutionary act and directive illocutionary act

data berikut. illocutionary act)

Nama : Then, it is followed by the speaker's
request to the receiver to fill the
Kelas : data. (Directive illocutionary act)

Join kelas : (Private/Grup)

Kami informasikan, untuk kelas private jika tidak masuk bisa konfirmasi paling lambat 2 jam sebelum kelas dimulai, agar bisa mendapat penggantian di lain waktu. Dan setiap tanggal merah kelas di X libur. Terimakasih	This message contains the literal meaning about the private class student's permission (Kami informasikan, untuk kelas private jika tidak masuk ...) or "We inform, for the private student who is unavailable to come...."(Locutionary act)	Locutionary act and commissive illocutionary act
	Then, the speaker's commitment to reschedule. "agar bisa mendapat penggantian di lain waktu," or "so you can reschedule in another day." (Commissive illocutionary act)	

5. CONCLUSION

The 29 analyzed template messages from Admin1 X mostly used locutionary act, whether it is single-use or mixed. For the locutionary act only (15 messages), typically used to send information such as confirmation, pricelist, learning program, front desk's WhatsApp number, curriculum, materials, and working hours. Then, four messages use directive illocutionary act where the speaker calls for the customer to fill the registration form and to come to the class or to the X office. The last is the combination of locutionary and illocutionary speech act (9 messages); and a message with the combination of illocutionary act. All the illocutionary acts that were proposed by Searle were identified, except the declarative.

Based on the result, it reflects that Admin1, as a front desk, clearly provides factual information, which implies that language use in business communication prioritizes simplicity to minimize misunderstanding. The use of directive illocutionary act reveals that the front desk does not put pressure when their customers have to do something. Then, the use of combined speech acts shows that a short WhatsApp message can have multiple meanings and purposes, even in the form of a question.

In conclusion, this research proves that speech act theory is applicable to both spoken conversation and digital business communication. Furthermore, because locutionary acts lower the possibility of misunderstandings and miscommunications, they are appropriate for digital communication. So, future research may use larger data from multiple companies with similar types of messages in order to build up broader insights into communication.

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INVESTIGATING PUZZLE-BASED ACTIVITIES APPLIED TO ENHANCE VOCATIONAL STUDENTS' INTRINSIC MOTIVATION IN LEARNING ENGLISH

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Abstract: This research aims to investigate the practice of puzzle-based activities in an English class at a vocational school to enhance students' intrinsic motivation. The case study was used as it allows the researchers to explore a phenomenon within a real context and setting. This research involved 27 eleventh-grade students majoring in film at the State Vocational High School 3 Batu. The data were collected through two classroom observations and a student questionnaire. The first observation was conducted on 20th February 2025, with the focus on report text material, while the second observation was held on 6th May 2025, focusing on news item material. The data were analyzed descriptively to identify patterns and themes related to motivation and behavior. The results reveal that puzzle-based activities (paragraph scramble and pictorial puzzle) effectively enhance students' intrinsic motivation. The evidence showed by their expressions of happiness, persistence, and active collaboration and participation while completing the tasks. Positive behavioral responses, such as cooperation and enthusiasm, are the key components of intrinsic motivation. This research suggests that integrating puzzle-based activities as learning strategies for vocational English classes can foster a more motivating and interactive environment, which can support students' better English language proficiency.

Keywords: *Puzzle, Vocational, English, Motivation, Intrinsic*

1. INTRODUCTION

Vocational students are not only expected to be skilled and professional in their major but also to have adequate English language skills. English as an international language can be a point plus, as it can help them to compete with other people where job occupations are difficult to find, noticing the young educated people's unemployment rate in Indonesia, which is still high at 50.99% (Sitompul & Athoillah, 2023). Many industries have different requirements, but one common requirement is mastering English communication skills as a vital soft skill in this modern era (Çal et al., 2022). However, Indonesian vocational students have lower English proficiency than expected outcomes, especially in speaking skills, which is A1 and A2 levels (Datu & Sulindra, 2025). The Emancipated Curriculum's learning outcomes require secondary graduates to achieve a B1 level of English proficiency based on the CEFR framework. This statement is stated in the Head of the Agency for Standards, Curriculum, and Educational Assessment, Ministry of Education, Culture, Research, and Technology's Decision Number 008/H/KR/2022.

There are some causes leading to lower English proficiency among vocational students, including low motivation for learning English as the major factor (Sari & Ningsih, 2022). According to Deci and Ryan's theory of self-determination, motivation can be divided into two types: intrinsic and extrinsic (Ryan & Deci, 2020). Intrinsic motivation refers to doing something driven by internal interest and satisfaction (Indrayadi, 2021). It views students as learners who willingly engage due to enjoyment and want to fulfil their curiosity. On the other hand, extrinsic motivation views students as ones who learn because they are forced by external factors, such as teachers, and their goal is to reach an external outcome, such as rewards or approval (Mat Dangi et al., 2025). Both

types of motivation play an important role in English language learning, but intrinsic motivation has been identified as a critical factor in influencing students' willingness to participate in the instructional process actively. Previous studies have found the effect of intrinsic motivation in English language learning. Aminah and Nugraha (2021) uncovered that students tend to achieve more English skills when they can manage their intrinsic motivation. This is supported by Amelia et al. (2024) and Shan (2020), who discovered that low-intrinsic-motivation students showed less desire and effort, leading to poorer English proficiency.

In addressing the low motivation problem among vocational students, some learning media have been implemented, such as animation movies (Lestari & Harahap, 2020), some digital platforms like Google Classroom, Padlet, Mentimeter, Quizizz, and Classtools (Isfahani, 2022), and android applications (Shofi & Sari, 2023). However, despite the availability of these media, challenges remain in effectively fostering intrinsic motivation among vocational students. The use of puzzle-based activities in language learning is one promising strategy that has drawn interest recently (Zulkarnain & Nirwana, 2025). Word searches (Fitria, 2023), jigsaw puzzles (González-Gálvez et al., 2023), and crosswords (Sumartini et al., 2025) are some examples of puzzle-based activities that can increase student engagement. Those activities encourage curiosity, critical thinking, and active participation, which can turn the English learning process from a regular task into an engaging activity by offering a fun yet meaningful activity for practicing English communication skills (Fadhilah et al., 2024).

Even though puzzle-based activities may get students motivated to learn English, there has not been much research done on how well they work with vocational students in Indonesia. Mostly, the research was on primary or general education contexts, which differ significantly from vocational education in terms of learning goals and students' needs. To find out more about whether the puzzle-based activities can improve vocational students' motivation, this research uses a case study method. One class from SMKN 3 Batu participated in this research, which gives a chance to watch how they use puzzle-based activities, how they learn, how their motivation changes, and what they think about those activities were looked at. Therefore, this research focuses on the following questions.

1. What role do puzzle-based activities play in increasing vocational students' motivation in learning English?
2. What are vocational students' perceptions of using puzzle-based activities in their English learning process? This research aims to contribute to professional development by providing useful information for educators on how to implement puzzle-based activities into the English instructional process at vocational schools. This will enhance students' intrinsic motivation, which leads to the B1 English proficiency level required for vocational graduates.

2. METHOD

This research employs a case study design to explore how puzzle-based activities are used in a real-classroom environment at a vocational school to enhance their intrinsic motivation (Creswell & Guetterman, 2019). The design was selected because the findings might not be generalizable to other classroom settings. The research was conducted at SMKN 3 Batu as one of the vocational schools in Batu, East Java, Indonesia. Convenience sampling was used because of the willingness and availability of the subject to be studied (Creswell & Guetterman, 2019). The subjects were 27 eleventh-grade students majoring in film. This class, called XI PRF, was selected because puzzle-based activities were implemented into their English lessons in this semester, where this research

was conducted. It provided an appropriate context to observe the students' behavior and motivation towards English learning.

The instruments used in this research were observation and a questionnaire. Observation was needed to observe students' behavior throughout the use of puzzle-based activities in learning English. The observations were conducted twice throughout this semester, on 20th February 2025 and 6th May 2025, with one meeting lasting around 80 minutes. Notetaking during the observations refers to the blueprint observation provided in Table 1 which was constructed based on Ryan and Deci (2020), Indrayadi (2021), Li and Jeong (2020), and Datu and Sulindra (2025).

Table 1. Blueprint Observation

No.	Aspects	Indicators
1	Engagement	- Actively participates in puzzle-based activities - Remains focused during puzzle-based activities Answer or solve the puzzles voluntarily
2	Intrinsic Motivation	Express interest and enjoyment in puzzle-based activities Demonstrate persistence in solving puzzle-based activities even when challenged
3	Collaboration	Work together with peers by sharing ideas and communicating positively.
4	Behavioral Responses	- Follow instructions - Ask for help appropriately Manage frustrations while facing challenges
5	English Language Use	Use English to communicate during activities

After observation, the questionnaire was delivered to the research subject. It was chosen to collect students' attitudes and feelings about the puzzle-based activities. As the questionnaire aims to develop attitudinal measures, the nine closed-ended questions were self-designed and constructed to consider the information to be collected and time constraints (see Table 2) (Creswell & Guetterman, 2019). The four-point Likert scale, 1 for strongly disagree, 2 for disagree, 3 for agree, and 4 for strongly agree, was chosen as it leaves out the neutral option. The questionnaire was provided with both English and Indonesian translations to avoid any misunderstandings and ensure clarity. This bilingual questionnaire helped students to comprehend each item fully and accurately.

Data from both observations and questionnaires were analyzed descriptively. Observation notes were reviewed to provide a comprehensive picture of how puzzle-based activities influence students' motivations and classroom settings' dynamics. Furthermore, questionnaire responses were tabulated and summarized to identify students' attitudes and feelings about the puzzle-based activities. Ethical considerations and informed consent were obtained from the subjects, and their identities remained hidden throughout the research.

Table 2. Questionnaire for the Students

No.	Items
1	I feel happy when learning English using puzzles.
2	The puzzle media helps me understand English material more easily.
3	I am more enthusiastic about learning English when I have to create a news item using puzzles.
4	I feel that learning English becomes less boring when we use puzzles.
5	I am motivated to study harder because of using puzzle media.
6	I find it easier to remember English vocabulary after using puzzles.
7	I want English lessons to always use interactive media like puzzles.
8	I feel more actively involved in English lessons while using puzzle media.
9	I feel that learning English using puzzle media helps me achieve my learning goals.

3. RESULT AND DISCUSSION

The results of this research are based on the data collected through classroom observations and questionnaire responses. This section is divided into two subsections, focusing on the roles of puzzle-based activities in increasing vocational students' motivation and their perceptions of implementing puzzle-based activities into the English learning process.

3.1 PUZZLE-BASED ACTIVITIES ROLES

The first classroom observation focused on the delivery of the report text material. The total meetings for the report text was six meetings, and the puzzle-based activity was integrated in the second meeting on 20th February 2025. The students were asked to reorganize some jumbled paragraphs into a coherent report text in a group. Different groups got different report texts, so they did not have a discussion outside their group. Students are encouraged to participate actively as they need to discuss the possible sequences and collaborate with their group members. This activity is called paragraph scramble, coming from the word scramble activity, with the objective is to unscrambling the paragraph into coherent text (Bailey et al., 1999).

Most of the students appeared more enjoy and be more engaged compared to the previous lesson. Even when some of them thought the assignment was difficult, in the end, they still managed to solve it. They asked for the teacher's help appropriately by raising their hand first if they did not understand some part. Moreover, it could be seen that they tried hard to use English, though it was broken. However, there were a few students who struggled to manage their frustrations when facing challenges, resorting to using bad words and unintentionally banging on the table. Rahmasari and Aini (2023) had implemented this strategy, but using sentence scrambling in teaching reading descriptive text. They found that students' behavioral responses were good by following the instructions, showing enthusiasm, and active participation.

The second classroom observation, which was conducted on 6th May 2025, focused on the delivery of news item material. The puzzle-based activity was integrated into the fourth or last meeting. Students were grouped and asked to solve puzzles containing the pictures of some trending news in Indonesia. After the groups solved the puzzles and got complete pictures, they could start writing down the news, regarding the structure and the language features learned in the previous meetings. Different groups received different news puzzles: group 1 got "Israel and Gaza War", group 2 got "Marijuana Field Found in Bromo", group 3 got "Tiktok is Banned by The US Government", group 4 got "Appointment of Ifan Seventeen as the President Director of PT Produksi Film Negara (PFN)", and last group got "The Case of Kidney Sales in Cambodia". The choice of news was based on the hot topic in Indonesia, asking students to be aware of what

happened in their country. Giving students real visual or pictorial puzzle helps them to understand the representation more (Doherty et al., 2021). This strategy had been integrated by Saputra et al. (2024). They uncovered that regular use of pictorial puzzles can help students improve learning motivation and interest, leading to the best academic performance, such as high vocabulary mastery.

In this second meeting, all students participated actively and were eager to solve the puzzle. They also searched and looked for detailed information regarding the topic on the internet collaboratively. By doing so, they can enhance their critical thinking, deciding which information should be written in their paper. However, two groups needed more time to solve the puzzle compared to the others. They asked for help appropriately of the teacher. Moreover, they tried to use English phrases, such as over there, over here. Negative behavioral response was not shown by them. They can manage frustration well compared to the first meeting of integrating puzzle-based activities into the report text. Certainly, they showed engagement and enjoyment while completing the assignment.

3.2 STUDENTS' PERCEPTION OF PUZZLE-BASED ACTIVITIES

After experiencing two meetings that implemented puzzle-based activities, the questionnaire, which consisted of nine items, was distributed to gather students' perceptions about it. All 27 students from XI PRF have participated and completed the questionnaire, ensuring reliable data. Across all items, the mean scores ranged from 2.963 to 3.148 on a four-point Likert scale, which indicates a generally positive response toward the implementation of puzzle-based activities (see Table 3).

The highest mean is identified in Q1 with a 3.148 mean, suggesting that students agreed with the statement "I feel happy when learning English using puzzles." The lowest mean is in Q3 with a 2.963 mean, indicating that students did not agree with the statement "I am more enthusiastic about learning English when I have to create a news item using puzzles."

Table 3. Descriptive Statistics

Items	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
N	Valid	27	27	27	27	27	27	27	27
Mean	3.148	3.037	2.963	3.037	3.000	3.037	3.000	3.037	3.037
Median	3.000	3.000	3.000	3.000	3.000	3.000	3.000	3.000	3.000
Mode	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00

Furthermore, it can be seen that the median and mode from nine items show a consistent number of 3.000, meaning the majority of students agreed with the provided statement and showed a positive response. These results suggest that most students viewed puzzle-based activities as engaging, motivating, and beneficial while learning English. This aligns with the observation result where students were seen as active participants who expressed enjoyment during puzzle-based activities. This is supported by Indrayadi's finding (2021) that says intrinsic motivation is shown by enjoyment, curiosity, and persistence. Even though some students experienced frustration when dealing with the assignment, the structured group setting and teacher support helped them to manage it, which led to fostering persistence, which is one of the key components of intrinsic motivation (Ryan & Deci, 2020). These findings indicate that implementing puzzle-based activities in different forms can be a valuable strategy for teachers in conducting the English instructional process in vocational high schools with the aim of enhancing their motivation and English proficiency.

4. CONCLUSION

Most of the Indonesian vocational graduates have a very low English proficiency level. The major cause is having low motivation for studying English because the strategy used is traditional. Puzzle-based activities have a role in enhancing students' intrinsic motivation while learning English. It was found that students felt happy, enjoyed, and enthusiastic while learning English using puzzles with many different forms, starting from paragraph scramble and pictorial puzzle. Moreover, students view puzzle-based activities in a positive light. Further research could be conducted by investigating the long-term effect of puzzle-based activities on language achievement and exploring which form of puzzle-based activities is most effective for different language skills: listening, speaking, reading, and writing.

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EXPLORING GENDER AND IDENTITY CONSTRUCTION THROUGH LANGUAGE: A SOCIOLINGUISTIC STUDY OF THE MARVELS (2023)

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Abstract: This study examines the interplay between language style, cultural identity, gender expression and interpersonal dynamics in the film *The Marvels* (2023). Utilizing a qualitative descriptive approach, this study employs Martin Joos' framework of five language style categories alongside Ting-Toomey's identity negotiation theory to analyze the dialogues of the central characters—Carol Danvers, Monica Rambeau, and Kamala Khan. The findings reveal that the casual language style predominates, reflecting the characters' diverse cultural backgrounds and enabling effective team communication. The study also explores how language is used to express feminine identities and power dynamics in a male-dominated superhero genre, highlighting how the characters negotiate authority, empathy, and emotional expression through their speech. For example, Kamala Khan's vibrant and informal expressions underscore her American-Pakistani heritage, while the linguistic choices of Carol Danvers and Monica Rambeau combine assertiveness with emotional depth in ways that challenge traditional gender norms in heroic roles. It addresses a critical gap in sociolinguistic studies by exploring how language styles in contemporary cinema represent intersections of culture, identity, and gender. The finding ultimately highlights the pivotal role of language in promoting diversity and inclusion, showcasing how effective communication can bridge cultural and gendered divides and strengthen interpersonal relationships within a multicultural team context.

Keywords: *Cultural Identity, Gender Expression, Identity Negotiation, Interpersonal Dynamics, Sociolinguistic Study*

1. INTRODUCTION

The complexities of contemporary social issues are vividly reflected in films. One recent example is *The Marvels* (2023), which explores themes of conflict arising from race, culture, identity, and gender in cinematic landscape often dominated by male superheroes. These conflicts often stem from individuals' deeply ingrained identities, which are expressed through language and represent their origins, nationality, culture, religion, and ethnicity (Parajuli, 2021). Therefore, a comprehensive understanding of how identity is conveyed requires examining language not merely as a stylistic element but as a medium through which cultural and gendered meanings are constructed. To understand the variety of language that contains cultural identity can be reviewed from all aspects, one of which is from language style.

Language style is a significant topic in sociolinguistics, closely connected to the social context in which communication occurs. Marheni et al. (2022) assert that language style varies depending on the setting, topic, and function of interaction. Wahyudiantari (2023) highlights that language style fosters connections and relationships between language users. Missikova (2003) further defines language style as a deliberate and systematic selection and patterning of linguistic and extra-linguistic elements based on the subject, circumstances, function, speaker's intention, and content. This suggests that language cannot be regarded as neutral, as it is intrinsically tied to identity and influenced by cultural, gendered, and relational factors. In the context of *The Marvels*, these dynamics are particularly significant as the film situates female voices and identities within a traditionally masculine-coded genre.

Understanding how individuals express themselves through their linguistic choices offers insights into the interplay between communication and cultural contexts. Ting-Toomey (1989), Samovar et al. (2016), and Kim (2017) support the idea that culture shapes perceptions and participation in communication. Thus, language functions not only as a vehicle for transmitting information but also as a marker of cultural and gendered positioning. As Surakhmad (2023) emphasizes, language evolves through social interaction including workplace dynamics, where collaboration and task-oriented communication shape linguistic behavior. These concepts are reflected in *The Marvels* (2023), where Carol, Monica, and Kamala utilize diverse linguistic strategies that simultaneously highlight their cultural backgrounds and shape their feminine identities as superheroes.

Those notion is reflected in *The Marvels* (2023), where characters' cultural identities are portrayed through their language styles. Ting-Toomey's Identity Negotiation Theory (1986) explains that identities are formed through social interactions and shaped by cultural contexts, which are often fluid and subject to change (Heersmink, 2021). Cultural identity, multifaceted by nature, encompasses various affiliations such as nationality, religion, profession, hobbies, and socioeconomic class.

Analyzing events or narratives through a sociolinguistic lens can reveal how how gender and identity are represented in popular media. As Muziatun and Samidu (2020) suggest, an individual's language style can indirectly showcase their character and thought processes. This makes analyzing movies particularly compelling, as they offer a rich medium for examining these dynamics. *The Marvels*, being a popular and critically acclaimed film, serves as an excellent subject for this exploration, making it a valuable discussion point in sociolinguistic research.

This study addresses a critical research gap by extending the analysis of language style beyond its categorical application to include the interplay of culture and identity. Unlike previous research, which often isolates language style from broader sociolinguistic contexts, this study explores how language styles in "*The Marvels*" (2023) are influenced by and reflect the characters' cultural identities and social interactions. By analyzing the superhero action genre, which remains underexplored in this regard, this study introduces a novel perspective that integrates sociolinguistics with cultural and identity theory, offering fresh insights into the intersection of language, culture, and communication in contemporary film.

This research seeks to fill the identified gap by examining how "*The Marvels*" (2023) employs language as a means of constructing gender and identity within a multicultural and multigenerational female superhero ensemble. Drawing on Joos' framework of language styles alongside Ting-Toomey's identity negotiation theory, and the study analyzes how linguistic practices articulate both cultural heritage and feminine identity within narrative traditionally dominated by male figures. Through this perspective, the analysis demonstrates how Carol Danvers, Monica Rambeau, and Kamala Khan negotiate power, authority, and empathy through their speech, thereby contributing to broader sociolinguistics debates on diversity, gender, and inclusion in contemporary popular cinema.

Hence, the research focuses on the following questions:

1. What language styles do Carol Danvers, Monica Rambeau, and Kamala Khan employ to construct and express their gendered and cultural identities in *The Marvels* (2023)?
2. How do these language styles demonstrate negotiations of power, empathy, and authority within the dynamics of a female-led superhero team?

2. RESEARCH DESIGN

This study employs a qualitative descriptive design. A qualitative approach involves the depiction of observations that are not expressed in numerical terms. According to Denzin and Lincoln (2011), qualitative research is a multi-faceted method that adopts an interpretive and contextual approach to the subject matter. This research is further supported by written materials, including articles and websites, that are relevant to the topic and align with its guiding principles. By employing this approach, the study focuses on the ways language style are used by characters in “The Marvels” (2023) to convey, gendered, and cultural identities.

The objective of this study is to examine and investigate different language styles. Specifically, it applies Joos' theory of five language styles to analyze dialogues from the 2023 movie The Marvels. To enhance the depth of analysis, the study incorporates Ting-Toomey's (2005) Identity Negotiation Theory, which explores the relationship between language, culture, and identity. Ting-Toomey argues that language use is deeply tied to the speaker's cultural identity. This perspective provides a framework to analyze how the characters' linguistic styles reflect their cultural and personal identities and how these styles influence team interactions.

Ting-Toomey (2015) outlines ten core assumptions of Identity Negotiation Theory, emphasizing the interplay between group and personal identities in communication. These principles include: (a) Formation of Identity: Identities are shaped through symbolic interactions involving cultural, ethnic, and individual attributes. (b) Motivation: Individuals seek security and inclusion within group and personal contexts. (c) Emotional Dynamics: Familiar cultural environments provide security, while unfamiliar ones create vulnerability. (d) Validation: Inclusion and differentiation occur through group membership identity validation. (e) Interaction Predictability: Engaging with culturally similar or dissimilar individuals involves varying levels of predictability. (f) Relational Needs: People balance the desire for connection with autonomy in relationships. (g) Identity Adaptation: Identity remains consistent in familiar settings but transforms in new environments. (h) Influencing Factors: Cultural, personal, and situational contexts affect identity expression. (i) Competent Negotiation: Effective communication requires intercultural knowledge, mindfulness, and adaptive interaction skills. (j) Satisfactory Outcomes: Successful negotiation results in feeling understood, respected, and valued.

The theory underscores the dynamic and context-sensitive nature of identity formation and negotiation, emphasizing cultural interactions and the skills needed for effective, respectful communication. Cultural and identity characteristics in the movie The Marvels (2023) are analyzed using Ting-Toomey's principles, which focus on three main aspects. (1) Cultural references, were used to identify elements in the speech of each main character that reflect their cultural backgrounds. (2) Identity traits, were explored through the choice of language style used. One example of this is the choice of casual language typical of young people combined with cultural expressions. It shows aspects of the speaker's personality and cultural heritage. (3) Character interactions, were investigated to understand how speech patterns influence team dynamics and interpersonal relationships within the narrative.

2.1. Instruments and Procedures

A viewing guide was developed to ensure an organized approach to watching the movie. This guide includes a schedule for watching the film and the list of key characters to observe (Carol Danvers, Monica Rambeau, Kamala Khan). In addition, the researchers also prepared a notes section for recording initial impressions and observations during viewing. The procedure of data collection started with utilizing subtitles from Disney+ Hotstar to ensure accurate comprehension of the characters' conversations. The researchers watched The Marvels multiple times to become

thoroughly familiar with the characters' linguistic patterns. Key dialogues that exemplify different language styles were transcribed for detailed analysis, focusing on sociolinguistic phenomena.

2.2. Data Analysis Procedures

The data analysis covered two procedures: language style categorization, and analysis of culture and identity. The collected data were systematically grouped according to Martin Joos' five language styles: frozen, formal, consultative, relaxed, and intimate. Each transcribed dialogue will be analyzed to identify the speaker of the dialogue and evidence supporting its classification under a specific language style. This step addressed the first research question by examining the linguistic variety in the film.

The next step is to use the theory of culture and identity which will answer the second research question. This analysis focuses on:

- Cultural References: Identifying cultural elements in the characters' speech.
- Identity Traits: Exploring how language choices reflect personal identity, such as Kamala Khan's blend of youthful slang and cultural expressions.
- Character Interactions: Investigating how linguistic features influence interactions between characters of different cultural backgrounds.

By integrating these two frameworks, they analysis positions language not only as a stylistic resource but also as a mechanism for identity construction, illustrating how "The Marvels" (2023) articulates cultural and gendered meaning within a predominantly male-centered narrative context.

3. RESULT AND DISCUSSION

Results Based on the results of collecting data, several types of language styles were obtained based on Martin Joos theory. 97 data were obtained from the utterances of all the main characters. The reduction resulted in 32 data representing several types of language styles and the amount of data based on their types that are summarized in Figure 1.

Table 1. Total of Language Style

Character	Formal Style	Consultative Style	Casual Style	Intimate Style
Carol Danvers	2	4	3	2
Monica Rambeau	5	2	3	2
Kamala Khan	1	2	5	2

In addition to analyzing each character, the researchers also conducted a more elaborative analysis by looking at the context. Next, an analysis based on the type of language style will be explained covering formal style (table 1), consultative style (table 2), casual style (table 3), and intimate style (table 4).

Table 2. Formal Style

Utterances	Context
Carol : "Emperor Dro'ge, you need to evacuate your people now."	Carol formally addresses the King of Skrull during a crisis to evacuate the people.

Carol : "Mrs. Khan, I'm sorry, but your daughter will have to stay aboard my ship until we can get to the bottom of this."	Carol politely informs Kamala's mother about a necessary to protect and maintain safety and needs Kamala to stay in the ship.
Monica : "You guys head in and check the status of the network"	Monica gave clear and formal instructions to her team during a mission.
Monica : "Disengaging autopilot."	Monica uses a professional tone while try to operating the Carol's space ship manually.
Monica: "Our primary objective is to minimize civilian casualties while securing the target."	This utterance occurs during a planning session for a critical operation.
Monica: "We need to establish a secure perimeter before proceeding."	Monica uses this line while briefing her team during a mission in the movie.
Kamala : "Understood."	Kamala uses a concise, professional reply when receiving Fury's order.
Kamala : "She went to fulfill the promise."	She formally reported Carol's condition to Fury after the battle.

Table 3. Consultative Style

Utterances	Context
Carol : "What about you? How are you doing?"	Carol checks on Nick Fury during their conversation.
Carol : "We need to save who we can."	Carol gives clear instructions to Kamala during an evacuation.
Carol : "But I touched it and then I... Because it was glowing and mysterious."	Carol explains her actions to Fury in response to his inquiry.
Carol : "How is your feeling Ms. Marvel?"	Carol checks on Kamala after a significant event, addressing her with her superhero identity.
Monica : "I'm gonna get you some reading, Fury."	Monica updates Fury on her future moves, explaining them professionally but with flexibility.
Monica : "Captain Marvel can absorb light energy. I can see it. And you can turn light into physical matter, which I never heard of."	Monica explains the science of their powers to Kamala and her family in detail.
Kamala : "Captain Marvel will fix this. I promise."	Kamala reassures a young girl during a crisis.
Kamala : "These bangles travelled through space and time to find me. I was born for this."	Kamala confidently explains her connection to the bangles when answering Carol's question.

Table 4. Casual Style

Utterances	Context
Carol : "I'm on it".	Carol casually assures Nick Fury of her readiness to help.
Carol : "It's totally fine. Looks good on you."	Carol reassures Kamala about wearing her clothes.
Carol : "Okay, let's be cool."	Carol calms the team during Carol changes become Princess in Aladna.
Monica : "So, do we think that we can finish this before dinner?"	Monica jokes lightly with her colleagues during their work.
Monica : "Need a hand?"	Monica casually offers to assist Carol while working together on repairs.
Monica : "We hear you, baby."	Giving respond to Kamala, when Kamala try on the communication tools with screaming.
Kamala : "I'm Kamala Khan. No, sorry. I'm Ms. Marvel, actually. I'm from New Jersey and I... Oh no, I don't have my mask on." "Is this an Avenger test?"	Kamala nervously introduces herself to Fury in a casual, humorous manner.
Kamala : "So, twinsies."	Kamala jokes about her and Carol sharing similar code name during their first meeting in the ship.
Kamala : "Oh my God! Oh my God! Oh my God!"	Kamala expresses her feeling and shocked because suddenly she's in the space, switch place with Monica.
Kamala : "Oh really? I was gonna call it Cosmi-Rod."	When Kamala known about the space tool that Carol and Monica talking about, she thought other thing.
Kamala : "What the hell is going on?"	Kamala felt confuse about why she always moving from place to place. She was switching with Captain Marvel and Monica.

Table 5. Intimate Style

Utterances	Context
Carol : "It is so good to see you, Lieutenant Trouble."	Carol expresses her happiness upon reuniting with Monica.
Carol : "I really glad that you here now."	In a moment of emotional significance, Carol expresses her gratitude to Monica.
Monica : "When you left, You said you'd be back before I knew it."	Monica suddenly expressed her feelings of abandonment to Carol when they were fixing the ship and made Carol confused.
Monica : "I never expected you to become mighty Captain Marvel. I just wanted you. My aunt."	Monica recounts an emotional moment in which she expresses her actual emotions and longs for Carol as a family member.
Kamala : "I'm feeling so many feelings right know."	Kamala shows her raw feelings while watching Carol and the prince dance, demonstrating her youthful joy.
Kamala : "I'm sorry for coming on too strong at the beginning. I did not give you a lot of space to be a real person."	Kamala apologizes to Carol in a heartfelt tone, showing emotional growth and self-awareness.

3.1. Language Style of The Main Characters

The analysis of *The Marvels* (2023) reveals that the dominant language style is casual, as evidenced by Table 3 and supported by data in Tables 1 through 4. This dominance underscores the film's emphasis on informal interactions, which reflect the personalities and emotional states of its characters. Among the main contributors to this style is Kamala Khan, whose teenage exuberance, enthusiasm, and energy significantly shape the team's dynamics. For example, her exuberant expressions, "Oh my God! "Oh my God!" expresses her youthful personality and cultural flair. Her use of casual language not only highlights her youthful personality but also injects an element of liveliness and relatability into the group. Other characters adopt a casual style to maintain balanced and approachable communication, fostering inclusivity within the team.

The prevalence of this language style directly addresses the first research question, which focuses on how the main characters communicate effectively. The casual tone contributes to a team dynamic that is both accessible and cohesive, enabling the characters to navigate their differences while working collaboratively. Despite their diverse cultural and experiential backgrounds, the informal communication style helps build mutual understanding and cooperation.

This finding aligns with studies by Purba et al. (2021), Safitri and Pramudyawardhani (2022), and Turnip et al. (2021), which also observed the dominance of casual language styles in movies across various genres. These studies highlight the metalinguistic functions of casual communication, such as fostering relatability, simplifying complex ideas, and creating engaging interactions. Similarly, in *The Marvels*, the casual style bridges the characters' individual differences and unites them, enhancing both narrative coherence and character development. This dynamic is clearly seen in how the character Monica tries to adjust the language they use to communicate with the youngest team member, Kamala. For example, when Kamala enthusiastically tested her communication device and surprised the team by shouting, Monica responded casually, "We hear you, baby." The language style used by Monica not only alleviates tension but also helps create a warmer and more understandable atmosphere. Kamala, who initially adopted a formal style during



team briefings, gradually reflected this relaxed tone, which illustrates how the team's language style evolved to encourage effective communication and collaboration.

3.2. The Reflection of Cultural and Identity and Interpersonal Dynamic Through Language Style

The dominance of casual language style, as presented above, aligns with the sociolinguistic issues raised in the introduction, where language is described as a medium for reflecting cultural identities and fostering mutual understanding. The findings from The Marvels (2023) illustrate how the language styles of Carol Danvers, Monica Rambeau, and Kamala Khan reflect their cultural identities and shape their interpersonal dynamics. The discovered language style might strengthen the emotional bond between the major characters. Carol affectionately refers to Monica as “Lieutenant Trouble” at their reunion, demonstrating their strong bond and shared past. The similar thing occurs when Kamala says “So, twinsies” to Carol. What Kamala said added to the familiarity and humour in her contact with Carol. At the same time, she expresses her adoration and ambition to be as great as Carol. The scene is consistent with Ting-Toomey's principle that mutual respect and emotional security are essential for efficient communication in this relationship. Using Ting-Toomey's (2015) Identity Negotiation Theory, the analysis identifies three core sociolinguistic aspects in the interactions of the main characters:

3.2.1. Expression Of Identity Through Language Style

The language styles of the main characters highlight their unique cultural and personal identities. For instance, Kamala Khan's casual language style often incorporates Islamic expressions such as “Bismillah”, reflecting her identity as an American-Pakistani teenager practicing Islam. Her informal, enthusiastic tone captures her optimism and youthful spirit while maintaining a connection to her cultural roots. As noted by Heersmink (2021), such language use reflects the intersection of individuality and cultural heritage.

Monica Rambeau, in contrast, frequently adopts a formal language style that demonstrates her professionalism and her role as a government agent. Her preference for clarity and orderliness reinforces her identity as a disciplined and structured individual. Similarly, Carol Danvers often employs a consultative style, reflecting her military background and leadership role within the team. This variation in language styles aligns with Ting-Toomey's theory, which emphasizes how cultural identity and group membership shape language use.

3.2.2. Cultural Adaptation In Group Dynamics

The movie also showcases how characters adjust their speech patterns to foster effective communication. This adaptability reflects Ting-Toomey's emphasis on collaboration and inclusiveness within diverse groups. For example, Carol's initially stern tone toward Kamala softens over time, as does Monica's. Monica often serves as a mediator between Carol and Kamala, balancing professionalism with compassion. These adaptations demonstrate how, despite their differing backgrounds, the protagonists find common ground to work together and overcome challenges.

3.2.3. Emotional Relationships In Diversity

The ability of the characters to bridge cultural and linguistic differences strengthens their emotional connections. Language style adds depth to their relationships, as seen when Carol affectionately calls Monica “Lieutenant Trouble” during a reunion, or when Kamala apologizes for her overenthusiastic behavior. Ting-Toomey's theory suggests that successful identity negotiation requires mutual respect, emotional security, and cultural affirmation. These dynamics are evident

as the characters learn to value one another's perspectives and contributions, enriching their collective narrative. As noted by Muziatun and Samidu (2020), language styles often reflect characters' thought processes and identities, indirectly revealing their personalities.

The dominance of casual language style in *The Marvels* reinforces the Marvel Cinematic Universe's commitment to reflecting contemporary societal values, such as diversity and cultural representation. As Marheni et al. (2022) observe, variations in language style are often influenced by context and conversational topics. Kamala's casual and informal tone reflects the dynamic, evolving nature of global communication, particularly in media targeting younger audiences. This approach also addresses the challenges highlighted in the introduction: fostering cultural awareness and breaking down cultural barriers through accessible and inclusive language.

Ultimately, the prevalence of casual language style in *The Marvels* (2023) mirrors evolving norms in modern communication. By adjusting language to context and character, the film highlights how linguistic expression fosters individuality and unity, while minimizing potential misunderstandings. This aligns with Davidavičiūtė's (2020) argument that language serves as a powerful medium for effective communication, shaping relationships and interactions. Furthermore, as Munder (2024) noted, this adaptive use of language underscores the importance of inclusivity and cultural sensitivity in storytelling.

By transcending the categorization of language styles and investigating the complex interactions between culture and identity of each speaker, this research addresses a significant research gap and emphasizes how language styles interact with cultural and identity dynamics as depicted in the film *The Marvels* (2023). This research demonstrates how language reflects the nuances of culture and individual identity by analyzing evidence from the film. Previous research has explored language styles across various genres, including romance novels analyzed by Rahayu and Parmawati (2020). The findings in that research indicate that the dominant language style is casual style. There are other studies with similar findings but different genres, such as the romantic comedy film genre analyzed by Ramdani et al. (2020) and Wibowo (2021). In the classic animation genre, there are also similar theories and findings analyzed by Safitri & Pramudyawardhani (2022). Previous analyses clearly discussed that the language style used in various genres is the same, namely the casual language style. However, previous research did not focus on the language style that reflects culture and identity.

3.3. Gender and Identity Construction Through Language

Further analysis reveals how linguistic choices contribute to shaping gender identity in narratives. Three main themes emerged:

3.3.1. Expression of Feminine Identity through Language Style

Kamala integrated Islamic expressions such as "Bismillah", which signified her cultural and religious identity. At the same time, her enthusiasm strongly reflects her youthful and relationship-oriented femininity. Monica's frequent use of formal and consultative style highlights her professional competence as a black government agent who defies stereotypes that demean women's authority in science and leadership. While Carol, combining a consultative and relaxed tone, reflects her military authority and her soft, relational side. This duality challenges the stereotype of "hard and emotionless" that is often attached to female heroes.

3.3.2. Negotiation Of Authority and Empathy in Team Dynamics

Monica mediates between Carol and Kamala, softening the authoritarian language with relational cues. This demonstrates what Ting-Toomey (2015) identifies as an identity adaptation negotiating between professionalism and compassionate communication. Carol's shift from formal



command to a more relaxed and inclusive language reflects her growth as a leader who balances power with empathy, challenging masculinely coded leadership norms.

3.3.3. Emotional Bonding and Solidarity Among Women

Intimate communication styles accentuate emotional vulnerability and connection, traits often associated with femininity. This moment reveals that the language of women in superhero narratives is not only about authority, but also about creating solidarity, empathy, and mutual validation.

3.4. Implication for Gender Representation in Superhero Films

The predominance of casual style, interwoven with strategic shift into formal and intimate registers, illustrates how “The Marvels” (2023) deliberately constructs a communication space centered on women. Unlike traditional superhero teams characterized by masculine speech patterns such as commands, technical jargon, and confrontational tones. The three main characters employ a flexible repertoire that blends authority, empathy, humor, and cultural expression.

This linguistic versatility functions as a form of gendered resistance, expanding the representational possibilities of female identity within a genre historically dominated by masculinity. By negotiating power through language that is simultaneously authoritative and relational, the characters exemplify inclusive and collaborative modes of leadership. Thus, in The Marvels, language operates not merely as a stylistic device but as a medium for constructing gender and identity, revealing how women in superhero narratives carve out space for both individuality and collective strength.

4. CONCLUSION

The results of this research reveal that The Marvels (2023) makes use of multiple language styles, with casual speech emerging as the most prevalent. Drawing on Joos’ framework of language styles, the analysis shows how Carol Danvers, Monica Rambeau, and Kamala Khan move between formal, consultative, casual, and intimate registers to ensure effective team communication. Their linguistic choices mirror both cultural backgrounds and individual characteristics—Kamala’s youthful energy and cultural expressions, Monica’s professional orientation, and Carol’s consultative leadership.

Viewed through the lens of Ting-Toomey’s Identity Negotiation Theory, these patterns further demonstrate how the characters adapt their language to balance authority, empathy, and solidarity. Such flexibility strengthens interpersonal connections, bridges cultural and generational divides, and supports inclusive collaboration. The alternation between casual, formal, and intimate styles underscores that language in The Marvels functions not only as a stylistic tool but also as a means of shaping cultural and gendered identities.

By weaving together authority and relationality, the female heroes challenge the dominance of conventionally masculine speech norms and establish a communicative space centered on women. This linguistic strategy disrupts stereotypical portrayals of gender in superhero stories and highlights leadership grounded in empathy and collaboration. Ultimately, the film demonstrates how language operates as both an expression of culture and a vehicle for redefining gender roles, contributing to wider sociolinguistic debates on diversity, identity, and inclusion in contemporary cinema.

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EXPLORING THE MOTIVATION OF TENTH GRADERS IN UNDERTAKING A FINAL CLASS PROJECT ON SONG PERFORMANCE AND ANALYSIS

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Abstract: This study aims to look into what motivates tenth-grade students at MAN 2 Kota Malang to perform and analyze songs as part of their final English project. Semi-structured interviews and questionnaires were used to collect data from 60 students using a descriptive qualitative methodology. The results show that the most influenced motivation was extrinsic motivation, which is the need for academic standards and excellent grades. However there were a lot of students who also showed signs of intrinsic motivation, like a passion for song, creativity, and individual growth. Peer support and teamwork are also examples of social elements that can help to increase students' motivation. The study highlights how autonomy, task value, and relatedness affect student involvement by drawing on theories of self-determination, expectation-value, and goal orientation. Time restraints and a lack of project autonomy were obstacles. The study suggests adaptable, interest-based project designs to improve students' motivation to learn English. It advances EFL research by demonstrating how collaborative and emotionally meaningful learning experiences can promote motivation.

Keywords: *Students' Motivation, Song Analysis, Song Performance, EFL Students, Project-Based Learning*

1. INTRODUCTION

One of the key components of language acquisition is motivation, which is the thrill and sensations that come from having more spirit for learning a second language (Rahman et al., 2017). In the process of teaching and learning, motivation is crucial. The learning process will not be boring if students are motivated to study, and their attitudes and desire to attend lectures will improve (Oktaviani & Mandasari, 2018). According to Anjomshoa & Sadighi (2015), motivation is a complicated concept that has long presented challenges to people who try to understand and describe it. These days, motivation is an important component of education. Husna & Murtini (2019) found that motivation is crucial to the success of English language learners. If students have a lack of motivation, they may conclude learning as difficult and feel they are not making much progress.

Ulfa and Bania (2019) also found that learning and motivation are both important to meet educational goals. Teachers need to be creative and innovative in order to enhance the teaching and learning process, especially in English. Every teacher has asked themselves, "How can I motivate my students?" Because motivation is crucial when learning a language, one of the most challenging aspects of teaching is inspiring students.

The difference in motivation comes from where motivation comes which are internal and external factors that influence their academics. Intrinsic motivation is important to maintain the students' effort and involvement in personally meaningful endeavours, such as creative academic endeavours (Schunk et al., 2019). However, extrinsic motivation which is influenced by external things or incentives also have a significant impact on students' efforts. These include grades, teacher expectations, and the pressure to social or parental norms (Ryan & Deci, 2020).

Environmental and demographic factors may also have an impact on students' motivation to study. These include peer relationships, classroom situations, teacher behavior, and cultural values (Murray & Jimmerson, 2019). In Indonesia, which is culturally diverse and rich, students' incentives may be further impacted by their sociocultural background, like the importance of religion and communal values.

While all types of motivation are important, teachers can help students more effectively and wisely if they understand how each one specifically impacts final projects. Uddiniyah & Silfia (2020) conducted an investigation with eleventh graders at SMAN 8 Kota Jambi and found that internal motivation is higher than external motivation. Nuraeni & Wahab (2020) also found that most students are influenced by external factors, but a small percentage are motivated by internal factors in their study of EFL students at Universitas Muslim Maros.

According to studies on the motivation of project-based learning (PBL), students are more likely to participate in a project if they feel it is important and relevant to their academic or personal goals (Caprara et al., 2020). However, the implications of these findings for Indonesian high school students have not been sufficiently explored. Although its effectiveness in motivating students, particularly in the context of English study, is still unknown, PBL has become more and more popular as a teaching method in Indonesian classrooms (Jafari & Khalili, 2022).

Few studies have concentrated on the particular context of high school students' motivation on project-based evaluations and English as a foreign language (EFL) acquisition, despite the fact that research on academic motivation in general has significantly increased in recent years. In light of these considerations, the goal of the current study is to examine the motivational statements made by tenth-grade students at MAN 2 Kota Malang regarding their final English project.

By focusing on both internal and external motivational factors, this study will offer an understanding and explanation of the motivational elements that influence students' willingness to complete academic assignments in a foreign language. Then the researchers investigated which factor, intrinsic or extrinsic, has the greatest influence on encouraging tenth graders at MAN 2 Kota Malang to finish the project.

2. METHODOLOGY

2.1. Research Design

This study used a descriptive qualitative research design to explore the nature and types of motivation that made tenth-grade students of MAN 2 Kota Malang engage in a class project involving song performance and analysis. A qualitative approach was selected due to its suitability in capturing the complexities of human behavior and emotional experience, especially in educational contexts. In this context, motivation was conceptualized as a multidimensional construct including intrinsic and extrinsic factors that influenced students' willingness to participate in an arts-integrated language task.

2.2. Research Setting and Participants

The study was conducted at MAN 2 Kota Malang. The setting of this study was the tenth-grade class project, wherein students were required to perform and analyze English songs as part of their language learning experience. This task combined elements of performance, literary interpretation, linguistic skills, and collaborative work.

The primary participants in this study were around 60 tenth-grade students, selected from different classes through purposive sampling. These students were chosen based on their direct involvement in the song performance and analysis project. They represented a cross-section of



different motivational profiles, including students who actively volunteered to perform, those who preferred analytical tasks, and those who displayed initial reluctance but later engaged in the project. Participant selection was guided by input from the researcher's classroom observations. These students were considered information-rich cases capable of shedding light on the underlying motivational factors influencing participation in this specific instructional task.

2.3. Data Collection

The study utilized two main data collection instruments: questionnaires and semi-structured interviews. Each instrument was designed to probe different dimensions of the motivation construct while ensuring complementarity and triangulation. A structured motivation questionnaire was administered to all 60 student participants. This instrument combined Likert-scale items with open-ended questions. Likert items were adapted from well-established motivation scales (e.g., Deci & Ryan's Self-Determination Theory, 2000) and were tailored to measure both intrinsic motivation (e.g., enjoyment of singing, interest in music, satisfaction from creative expression) and extrinsic motivation (e.g., grades, peer recognition, teacher feedback, performance anxiety). Open-ended items invited students to reflect on their experience. The questionnaire data offered a broad overview of students' motivational orientations and helped identify individuals for follow-up interviews. To gain depth and contextual insight, semi-structured interviews were conducted with eight selected students, representing different motivational profiles as revealed by their questionnaire responses. Each interview lasted approximately 10–20 minutes and was conducted in a relaxed setting to encourage openness. All interviews were audio-recorded with consent, transcribed, and anonymized for confidentiality.

2.4. Data Analysis

The data collected from questionnaires and interviews were analyzed using thematic analysis, following the six-phase framework proposed by Braun and Clarke (2006). This method was considered well-suited for identifying patterns across the dataset while allowing flexibility to capture the complexity of human motivation. The first phase was familiarization, in which the researcher immersed in the data by repeatedly reading questionnaire responses and interview transcripts. The second phase was generating initial codes, where the data were systematically coded to identify units of meaning. The third and fourth phases were searching for and reviewing themes, during which codes were grouped into broader themes that reflected different types and sources of motivation. The fifth phase was defining and naming themes; at this stage, each theme was refined, clearly defined, and illustrated with rich excerpts from student responses and interviews. The final phase was producing the report, which involved organizing themes into a coherent description aligned with the study's research questions. The findings were then related to existing motivational theories, particularly Self-Determination Theory, Expectancy-Value Theory, and Goal-Orientation Theory.

3. RESULTS AND DISCUSSION

The answers from tenth-grade students at MAN 2 Kota Malang show that they were motivated by different things when doing their English final project. Behind their participation in a final English project that involved performing and analyzing songs. Some were pushed by outside factors like grades, while others were more interested because they enjoyed music or working with friends. Both types of motivation inside (intrinsic) and outside (extrinsic) played an important role. Another finding is the important suggestions shared by students.

3.1. External Motivation (Extrinsic) Was Dominant

Most students said they did the project because they wanted good grades. Many were worried they would not pass or get permission to take their final exams if they did not finish the task. S1 stated, *"What motivates me is to get the best grade on this final assignment; to get it also requires a comparable effort."* Furthermore, S27 stated, *"If I don't do this assignment, I can't take the final exam, and taking the make-up exam is annoying."* S27 remarked, *"First, because the project is a part of my final grade and because I want to get a good grade, that motivates me to complete the English final project."* This shows that school rules and the need for grades really pushed them to complete the project. Additionally, indicates a strong value-oriented drive that aligns with the external motivators associated with school performance.

3.1.1. Internal Motivation (Intrinsic) and Enjoying the Project

Even though many students cared about grades, some really enjoyed the project itself. They liked music, being creative, and performing. S25 said, *"Because I like singing and this project supports performing and I really like to work together with friends..."* S9 commented, *"I felt enthusiastic because the project involved creativity through music and video, two things that I love."* These responses show that for the student, interest in the topic itself and enjoyment of the creative activity drove their engagement. Moreover, the student felt a strong sense of pride and pride in completing the project. S31 expressed, *"The main reason I completed my English final project was because I wanted to improve my confidence in communicating in English formally and academically."* Students felt that the process allowed them to grow in confidence and express their abilities.

3.1.2. Teamwork and Friends Helped Motivation

Working with friends also made students more excited. Students said they worked harder when they had good teammates. S23 shared, *"I also didn't want to disappoint my group, so teamwork pushed me to stay focused."* Being with friends helped them feel more comfortable and enjoy the project more. S53 also shared, *"My group is initiative and easy to work with. This is all about mindset."* The opportunity to bond with classmates and share creative roles makes the task feel less like an academic requirement and more like a meaningful group experience. S8 said, *"The existence of this project can increase creativity, edit capabilities etc. besides that in the future it will also be an unforgeable memory to see moments with friends in high school and can remember the excitement."* The findings highlight that the project not only stimulated students' creativity and technical skills, such as video editing, but also created a meaningful and memorable learning experience. The emotional value of working with friends and capturing moments together contributes to a positive relationship with English learning that goes beyond academic outcomes.

3.1.3. Challenges and Student Suggestions

Some students felt stressed because the deadline was too short and they had other school work at the same time. They suggested giving more time for future projects. S6 suggested, *"Maybe if we have more time to make the project, we would enjoy it more."* Others wanted more freedom to choose their own songs or project styles. A few students who did not like performing suggested having other options, like writing or presenting. S14, *"I want a project that can really be applied in higher education or even work such as making essays or debates in English that are useful."* This suggests that aligning tasks with future academic or professional goals can increase student motivation by making learning feel more purposeful.

3.1.4. Various kinds of Motivation



Students were motivated to do the final project for different reasons. Some were also interested in improving his English skills. S33 commented, *"The main reason that motivated me to complete my English final project was the desire to improve my skills.... I wanted to show my understanding of the topic, make my teacher proud, and prove to myself that I could complete something challenging with effort...."* This shows that future projects must be in ways that match their strengths and interests.

3.2. Discussion

This study highlighted the motivations of tenth-grade students engaged in a final English project involving song performance and analysis. The results showed a highly dynamic interaction of extrinsic and intrinsic motivations, which aligned with existing theories, including Self-Determination Theory by Deci & Ryan (2000), Expectancy-Value Theory by Wigfield & Eccles (2000), and Goal Orientation Theory by DeShon & Gillespie (2005). These theoretical frameworks helped explain the diverse motivational factors observed in students' responses.

3.2.1. Self-Determination Theory: Autonomy, Competence, and Relatedness

Self-Determination Theory (SDT) states that motivation increases significantly when somebody experiences the psychological needs of autonomy, competence and relatedness. In the context of this study, relatedness was the most influential dimension. A significant number of students stated that teamwork increased their enthusiasm and commitment to the project. This underscores the importance of peer accountability and collaboration in pushing positive engagement. The dynamics of group work often turned the project into a shared and enjoyable experience in order to increase overall motivation (Ryan & Deci, 2017). Autonomy also plays a crucial role, especially among students who have good creative control. Many participants expressed appreciation for the opportunity to choose songs or define roles within their groups, facilitating the expression of their individual interests. However, it should be noted that some students expressed greater freedom in song selection or project format, which suggests that the need for autonomy was not fully realized for all participants.

In terms of competence, the project provided students with a useful tool to showcase their skills. Many students reported feelings of pride in the final project product, especially when it allowed them to improve or apply their English skills in a creative way.

3.2.2. Expectancy-Value Theory: Task Value, Expectancy Beliefs, and Perceived Cost

Expectancy-Value Theory mentions that students' motivation depends on three main factors, belief in their ability to succeed 'expectancy', the value they assign to the task, and their perception of the associated costs being manageable. The responses collected showed that a significant number of students considered the project to be of high value due to the impact on their final grade, reflecting a clear extrinsic value orientation (Bai & Wang, 2020). Nonetheless, intrinsic value was also clearly observed. Students expressed pleasure derived from elements such as music, creativity, and the satisfaction of completing a collaborative project. These examples illustrate that when students have a personal interest in the content or format of a task, their level of engagement increases markedly.

Beliefs about expectations varied, students with previous musical experience or group project success reported greater confidence and motivation. In contrast, perceived costs, particularly time pressure, were often cited as demotivating factors (Wang & Xue, 2022).

3.2.3. Goal Orientation Theory: Performance vs. Mastery Goals



Students' responses also reflected diverse goal orientations. Performance-oriented students tend to focus on achieving high grades, meeting teacher expectations, and avoiding academic punishment. In contrast, mastery-goals students highlighted aspects of learning, creativity, and self-development. There are also a number of students who show a mixed orientation, which includes both academic achievement and personal fulfillment. This shows that students' motivational drivers are multi-faceted and often mutually interrelated. The implications of these different goal orientations are significant for educators. According to (Jiang & Zhang (2021) understanding that students may be motivated by a combination of performance and mastery goals can provide valuable insights in formulating teaching strategies that meet the diverse needs of students.

For example, creating an environment that rewards high academic standards as well as personal growth can push students to be more engaged with learning materials. By integrating assessments that recognize creativity and effort alongside modern traditional assessments, educators can help students transition from a purely performance-based mindset to one that values mastery and intrinsic motivation (Elliot & Hulleman, 2017). This approach not only has the potential to improve learning outcomes, but also introduces a more positive and resilient attitude towards education.

3.3. Implications for Teaching Practice

Based on the results of this study, several recommendations are put forward for TEFL. Firstly, increase student autonomy by providing more choices in song selection, roles in the group, or project format. Secondly, make sure realistic timelines to avoid deadline stress and allow for deeper creative exploration. Thirdly, encourage balanced collaboration by seeing clear roles and encouraging fully included group participation. Lastly, always support student motivation through teacher feedback, modeling, and ongoing encouragement. When students feel that their ideas, talents, and collaboration are valued, they are likely to engage more meaningfully and take a sense of belonging to their learning process.

4. CONCLUSION

This study highlighted the motivational factors that influenced tenth-grade students at MAN 2 Kota Malang in completing a final English project focused on song performance and analysis. The findings showed that both extrinsic and intrinsic motivations played important roles, with extrinsic motivation, especially the desire for high grades and academic obligations, being the dominant factor. However, many students also demonstrated intrinsic motivation.

Drawing from motivational theories such as Self-Determination Theory, Expectancy-Value Theory, and Goal Orientation Theory, the study highlights the importance of autonomy, task value, and a supportive peer environment in fostering motivation. It also emphasizes the need for educators to balance academic demands with creative, student-centered approaches to enhance engagement in English language learning.

In conclusion, aligning project-based learning with students' interests and emotional experiences can significantly enhance motivation and participation. This study contributes to a deeper understanding of motivation in EFL contexts and offers practical recommendations for designing more effective, inspiring English instruction.

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CASE STUDY: TEACHING SPEAKING IN EFL JUNIOR HIGH SCHOOL: CHALLENGES, MATERIALS, AND TEACHING METHODS

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Abstract: This study examines how speaking skill is taught forward to 8th graders in Junior High School in EFL country, specifically Indonesia. The main problem is that students are unmotivated to speak in English. It is caused due to they have not learnt much about it before. The teachers used group activities, such as mini drama and story telling to engage them. Also, YouTube videos will be supporting resources for students to learn. The videos will be used as their homework to enhance their speaking ability. Then, feedback will be given by teachers when they are presenting the result in the classroom.

Keywords: *Teaching Speaking, Junior High School, EFL*

1. INTRODUCTION

One of the complex aspects in teaching in English Language as Foreign Language (EFL) country is teaching speaking skill, especially in Junior High School. There are many challenges face by the students as English is not their first language, such as lack of confidence, limited exposure to the language, and insufficient chances to practice (Nguyen, 2021). The challenges are getting more due to the need of appropriate learning materials and effective teaching methods that suitable to students' linguistic background and culture (Richards, 2020).

These challenges mostly appear in Junior High School settings, where the students usually at critical stage of language development and need support to build their confidence and fluency (Wang, 2020). Addressing these problems is essential for improving speaking skill and communicative competence among the students (Brown & Lee, 2020).

Having a good speaking skill means the speaker should master many things, such as grammar, pronunciation, fluency, vocabulary, etc. Students from EFL need to learn from zero to gain those skills. They figure out that they have to give more effort to learn English, compare to students from ESL students.

Responding to these challenges, the researcher has emphasized that the innovated methods and materials in speaking skill are needed. Task-Based Language Teaching/TBLT has gained traction as the effective approach to develop students' ability by involving them in meaningful assignments that relevant with their real-life context (Ellis, 2019). Similarly, the use of technology, such as language learning applications and online platform, have been proved improving students' speaking ability by providing chances to practice interactively (Kukulska-Hulme & Viberg, 2020). Despite these developments, many EFL teachers are struggling to apply the methods due to lack of resources, classes sizes, and different level of students' ability (Li, 2021).

This research investigates challenges, materials, and methods that are used in teaching English speaking skill in text to an 8th grade at SMP Negeri 8 Malang, a Junior High School in Malang, East Java, Indonesia. The chosen class is the highest score average of English course in the school. Using the qualitative research design, this research aim is to address a comprehensive understanding of the practices and challenges that are faced by students and teachers (Cresswell



& Poth, 2021). The data will be collected by class observation, interview with the teacher and the students, also document analysis, including lesson plans and materials which more focus on recount text (Merriam & Tisdell, 2020).

The findings of this research are expected to addressing comprehensive explanation about the existed effectiveness of the strategy and learning materials. By addressing the issues, this research aims to contribute in giving recommendation to EFL teachers about teaching strategies to support learning activity, especially in improving speaking skill in Junior High School. The research questions in this research are:

1. What are the challenges in teaching speaking in 8th grade in SMPN 8 Malang?
2. What are the materials used by the teachers to teach speaking in 8th grade in SMPN 8 Malang?
3. How are the teaching methods used by the teachers to teach speaking in 8th grade in SMPN 8 Malang?

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2. METHOD

The study that is conducted in this research is case study in form of observation directly in the highest score in 8th grade to gather data on the teaching methods that the teachers use, the materials that are chosen to be given to the students, and the challenges that the teachers face during the learning activity. The observation was held by using a non-participatory approach.

According to Easy Sociology (2024), non-participatory approach in observation means that the researchers involve in a social situation, event, or group without interfering or engaging in the activities that is being observed. This approach was applied to make sure that the learning activity, teacher-students interaction, and students' behavior are not disturbed by the attendance of the observer. It will remain the natural behavior or activity that is usually conducted in the classroom.

Non-participatory approach could provide the insight of what is being observed, answering the research question of this research about the challenges that are faced by the teachers, materials that are used to improve the students' speaking skills, and also the appropriate teaching methods to engage the learning activity, especially for 8th graders in EFL Junior High School. Also, a checklist will be provided as a measurement tool in the observation activity. The output will be analyzed deeper to elaborate the result of the observation.

2.1. Subject of the Study

This research was conducted at SMP Negeri 8 Malang, which is located in Klojen, Malang. The subjects of this research include teachers, students, and learning activity in the classroom. The teacher that is involved in this research is the teacher that teaches the 8th grade. The teacher is observed to gain information about her strategies, methods, and approaches with the students. Also, the further action like interview will be done to get deeper information about specific things. By doing those things, the researcher will find out what are the challenges, materials, and teaching methods in teacher speaking in EFL Junior High School, especially 8th grade.

In addition, there is one student who has SEN (Special Education Needs). He is slow learner student. But, the focus of this research is to observe the whole things in learning activity, such as interaction, engagement, and participation among the teacher and students.

2.2. Instruments

The instrument that the researcher used in this research is direct interview. The interview is held with the English subject teacher who teaches the 8th grade. The purpose of the interview is to gain more information about how the teacher's point of view in teaching speaking skill in EFL junior high school. The interview will be conducted after the English class is done due to not disturbing and involving in the learning activity. Also, the researcher could do the observation seriously. By doing this, the researcher could do double-check about the data that he gains during the observation. Moreover, the researcher gets deeper information to fill the blueprint. The data that are collected in form of voice recording and transcript will be analyzed sharper.

Table 1. Blueprint Interview for the Teacher

No.	Aspects	Indicators
1.	Challenges	The challenges faced during teaching
2.	Materials	The materials used for teaching
3.	Teaching Method	The teaching methods applied in the classroom

2.3. Data Analysis

The interview is conducted directly with the English subject teacher after the observation and learning activity are done. Before doing the interview, the researcher provides the list of questions that will be asked to her. The questions will be adapted based on the situation in the classroom to ensure that the interview questions relate to the indicators and data needed. The interview session will be held after the second break by the researcher to ensure the interview will not be distracted by the students. The researcher will have responsibility to ask some questions and record the audio during the interview. Moreover, he has to capture the learning process in the classroom. The result of the interview will be transcribed first, then it will be analyzed by the researcher. Data, list of questions, and some notes that during the observation also will be examine to get sharper information.

3. RESULT AND DISCUSSION

3.1. Challenges in Teaching Speaking

The most significant obstacle identified in teaching speaking skills was the pervasive issue of low student motivation. This challenge manifested in several concerning ways within the classroom environment. Many students arrived in eighth grade with minimal prior exposure to English language instruction during their elementary education, creating substantial gaps in their foundational knowledge. Lack of preparation makes the students disinterest and make them not feeling confident between students. The teacher said that she always hears her students say "I don't like English subject, I don't understand anything about it". It shows negative attitude towards them

This lack of motivation shows that the quality of students in the classroom. Also, students with high motivation and enthusiasm could be influenced by students who have negative attitude toward English, making the motivated students become unmotivated. The teacher expressed how

this lack of motivation could affect to the whole classroom. Each group in the classroom has its own gap with other group in motivation and enthusiasm of learning English.

To solve this challenge in motivation between students, the teacher applies an approach that focus on collaboration. This approach will involve students who speak better in English and students who do not in a group. Pair work among them will increase the motivation among them to learn English, also additional assignments like speech or role play will help them to make their speaking skill better.

3.2. Materials Used for Teaching Speaking

The learning materials used in speaking curriculum is following the approach in students' education stage, with English for Nusantara book which is published by the government as resource. This book provides framework and contents in teaching speaking. But, realizing the limitation of textbook, teachers complete the resources by providing digital materials to increase learning opportunity. YouTube video is one of the supporting resources that is chosen to match with the topic and materials that is taught. Materials on YouTube have many aims, such as exposing students' pronunciation, demonstrate the use of language in real life context, and provide visual content to support their interest. Students will receive tasks to watch YouTube videos individually, then they will write summary to train their listening skill. After that, try will present what they get from the video in the classroom. These videos will demonstrate about how to pronounce, use intonation, and construct sentences correctly. This resource will be used as learning materials outside than inside the classroom due to time limitation. This external pattern is practise, but will limit their chance to be guided directly.

3.3. Teaching Methods for Speaking Instruction

Pedagogical approach in teaching speaking skill is following scaffolded methodology design to create students' confident and competence. The learning activity usually started by discussion to introduce the topic and also active their prior knowledge. From this point, the learning activity will be developed systematically to pair discussion before turn to bigger group project. Role play will be the main activity in this development.

Teacher's feedback will build their knowledge directly. It could involve many aspects, such as volume, intonation, and pronunciation. By giving feedbacks about them, the students will get knowledge about new vocabulary and how to pronounce it correctly, also the audience will get message from what their friends' address in their performance. These instructional practices find strong support in established language acquisition theories. The motivational challenges align with Dörnyei's (2001) research on the central role of motivation in language learning success. The collaborative learning structures effectively operationalize Vygotsky's (1978) concept of social learning and the zone of proximal development. However, the heavy reliance on extrinsic motivation through video assignments suggests potential opportunities to incorporate more intrinsic motivational strategies, such as personalized speaking tasks or gamified learning elements that might foster deeper engagement.

The limited classroom integration of available multimedia resources presents another area for potential development. Current research (Van et al., 2021; Kukulska-Hulme & Viberg, 2020) strongly advocates for more direct technology integration in speaking instruction, suggesting benefits from approaches like in-class video modelling, digital storytelling tools, or recording applications that allow students to review and reflect on their own speaking performances.

The teacher's feedback philosophy reflects core principles of Communicative Language Teaching (Brown & Lee, 2020; Richards, 2020), particularly its emphasis on fluency over immediate



accuracy. While this approach successfully maintains student confidence and communication flow, research by Nation and Newton (2021) suggests that incorporating more structured focus on form through targeted pronunciation drills or grammar awareness activities might provide better long-term accuracy development without sacrificing communicative practice opportunities. Finding this balance represents an important consideration for refining the speaking curriculum moving forward.

4. CONCLUSION

This study examines about challenges, materials, and methods that are used to help students increasing their speaking skill at SMP Negeri 8 Malang, especially 8th graders. The result provide may informations about teaching speaking in junior high school.

The biggest problem is that the students are not motivated to speak English due to lack of opportunity before this. This negative attitude affected other students and sometimes even made the teacher feel less enthusiastic. The teacher helped by starting with individual work and then moving to group activities, which worked well, but keeping students motivated continued to be difficult.

For teaching materials, the main book was the one provided by the government, but the teacher also used videos and online materials to make lessons more interesting. These extra resources helped connect textbook lessons to real English use, but they could have been more helpful if used in class instead of just for homework.

The teacher used a good step-by-step method, beginning with whole class activities, then pair work, and finally group work. This approach made students feel more comfortable and gave them many chances to practice speaking. While focusing on communication rather than perfect grammar is important, the study suggests paying some attention to correct language use would make the speaking practice even better.

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ANALYSIS OF VOCABULARY LEARNING DIFFICULTIES AMONG SEVENTH GRADE STUDENTS IN ENGLISH LANGUAGE LEARNING

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Abstract: This study aims to explore the challenges encountered in learning English vocabulary at the seventh-grade level in SMPN 1 Pakis. A qualitative descriptive approach was used, with data collected through questionnaires and interviews. The findings reveal common difficulties related to understanding word meanings, spelling, pronunciation, and applying vocabulary in spoken communication. These challenges are linked to limited exposure to English, the use of ineffective learning strategies, and low confidence when speaking. However, there is a strong interest in enjoyable and engaging learning methods such as games and visual media. The results suggest the importance of using interactive and context-based teaching strategies to support more effective vocabulary learning and language development.

Keywords: *Vocabulary Learning, English as a Foreign Language, Language Difficulties*

1. INTRODUCTION

English has become a vital global language, and as a result, it is a mandatory subject in the Indonesian education system. It is seen as a key tool for academic and professional opportunities (Arifin, 2024). However, learning English in Indonesia presents unique challenges because it is taught as a foreign language (EFL), meaning students have very little exposure to it outside the classroom. Within this context, vocabulary acquisition is a fundamental building block for all other language skills, including listening, speaking, reading, and writing (Purwati, 2022). Despite its importance, students often struggle to learn new words, which can hinder their overall progress in the language. This study explores the specific types and causes of vocabulary learning difficulties experienced by seventh-grade students at SMP Negeri 1 Pakis.

In the context of language acquisition, vocabulary learning is a complex process that goes beyond simply memorizing words. It involves mastering a word's form (pronunciation and spelling), its meaning, and its use in different grammatical and social situations (Agazzi, 2022). The challenges in mastering these aspects are often intensified by systemic issues in the educational environment, such as large class sizes and a lack of quality learning materials (Sulistiyo, 2016). Furthermore, teachers themselves often find it difficult to determine the most effective methods for vocabulary instruction (Dauletova & Rahimova, 2022). These instructional and environmental challenges create a difficult learning landscape for students.

The difficulties students face are influenced by both internal and external factors. Internal factors relate to the students themselves and include low motivation or interest in learning English, poor memory, and anxiety about using the language (Rahman, 2016; Tenku Ryan et al., 2024). Interference from their first language, Indonesian, can also make it harder to learn English sounds and structures (Ellis, 2015; Soomro, 2022). External factors are related to the learning environment, such as a lack of opportunities to practice English, inadequate school resources, and a peer group that does not encourage studying (Reskiawan et al., 2020; Tenku Ryan et al., 2024). Together, these factors contribute to the persistent problems students have with vocabulary.

In recent years, several studies in Indonesia have documented these vocabulary learning challenges. Research has consistently shown that students struggle with pronunciation and spelling due to the major differences between English and Indonesian (Rahman, 2016; Reskiawan et al., 2020). Other studies have found that students have trouble understanding word meanings, remembering new words, and telling the difference between words that look or sound similar (Komalasari, 2022; Tenku Ryan et al., 2024). These foundational issues often lead to more advanced problems, such as incorrect grammar and the inability to use vocabulary in the correct context (Komalasari, 2022; Rahman, 2016).

While these studies highlight the widespread nature of vocabulary difficulties, they have predominantly focused on elementary school students (Tenku Ryan et al., 2024) or older junior high students in the eighth and senior high school students tenth grades (Komalasari, 2022; Marselina et al., 2024). This has left a significant gap in the research concerning seventh-grade students. The seventh grade is a particularly important year, as it marks the transition to more formal and demanding English instruction in junior high school, where students are expected to work with more complex texts (Kemendikdasmen, 2024). The problems that begin at this foundational stage are likely the root cause of the difficulties observed in later grades. By overlooking this critical period, existing research offers an incomplete picture of how and why long-term vocabulary problems develop.

Given this gap, the current study aims to provide a focused analysis of the vocabulary learning difficulties faced by seventh-grade students. Unlike previous research, this study investigates the challenges at the very beginning of secondary education to better understand their origins. By examining both the types of difficulties and their underlying causes—a connection not always detailed in prior studies (Komalasari, 2022)—this research is expected to offer a more complete understanding of the issue. The findings will contribute valuable insights for educators, helping them to create more effective and targeted teaching strategies that can support students in building a strong vocabulary foundation for their future English learning.

To achieve this, this study aims to answer the following research questions:

1. What types of vocabulary learning difficulties are experienced by seventh-grade students in English language learning?
2. What are the main factors that contribute to these vocabulary learning difficulties among seventhgrade students?

2. METHOD

This study applies a qualitative descriptive approach to examine the vocabulary learning difficulties faced by seventh grade students in learning English. This approach is considered appropriate because it allows the researcher to describe the students' experiences in the classroom in a clear and detailed way, without manipulating or controlling the learning environment. Through this method, the researcher is able to gain a deeper understanding of the challenges students face, based on their own perspectives. The data were collected through questionnaires and interviews, which helped identify common patterns and the main factors that influence vocabulary learning. This method is especially useful for revealing the real problems students deal with in class, and the findings can serve as a valuable reference for improving vocabulary teaching in the future.

The participants of this study were 34 seventh grade students from SMPN 1 Pakis who were learning English as part of their regular school lessons. For the interview section, three students were selected using purposive sampling to represent different levels of academic performance and vocabulary learning experience. Although the researchers were not the official teacher, they were

involved in the classroom activities, which allowed closer observation of the students and made it easier to carry out the intervention during the learning process.

This research uses a questionnaire and interviews as the main tools for data collection. Both instruments are used to help the researcher understand the vocabulary learning difficulties that students experience, as well as the possible factors that cause these problems. The questionnaire is a structured tool designed to collect data from a larger group of students at the same time. According to Vaniea (2019), questionnaires are useful because they allow researchers to ask the same questions in a clear and consistent way.

In this study, the questionnaire consists of closed-ended questions that are developed based on theories and findings from previous research related to vocabulary learning. It uses a Likert scale to let students express how strongly they agree or disagree with each statement. The questions aim to find out what kinds of difficulties students face, such as problems with pronunciation, spelling, or understanding word meanings. In addition, the questionnaire also explores possible causes of those difficulties. A blueprint is included to show how each item in the questionnaire is linked to specific indicators in the study.

Table 1. Likert Scale

Scale	Agreement	Percent	Level of problem
5	Strongly Agree	90-100%	Very High
4	Agree	70-89%	High
3	Uncertain	50-69%	Moderate
2	Disagree	30-49%	Low
1	Strongly Disagree	10-29%	Very Low

Table 2. Item Distribution of the Questionnaire

No.	Difficulties	Statements
1.	Meaning	1) I often forget the meanings of words I have learned. 2) I find it difficult to understand the meaning of words if they are not explained in sentences. 3) I find it difficult to remember the meaning of words if they are not explained with pictures or examples. 4) I am confused about the difference between words that have similar meanings.
2.	Spelling and Pronunciation	5) I find it difficult to spell English words correctly. 6) I often write words with incorrect letters. 7) I find English pronunciation difficult to learn. 8) I am embarrassed to speak English because I am afraid of making mistakes.
3.	Word form and similarity	9) I have trouble distinguishing between words that are similar in form. 10) I am confused about using different verb forms (such as go – went – gone). 11) I don't know when to add “-s”, “-ed”, or “-ing” to words. 12) I feel that many words in English sound similar, so it's confusing.
4.	Usage and application	13) I rarely use new vocabulary in my own sentences. 14) I have difficulty using words I already know when speaking.

		15) I feel insecure when using vocabulary in conversation.
		16) I don't know when and where I can use certain words.
5.	Motivation and learning environment	17) I am not very interested in learning English vocabulary. 18) I don't like learning vocabulary with visual media such as pictures or videos.

This study utilized semi-structured interviews, which Roulston (2018) defines as “social interactions in which researchers ask questions of people for the purpose of collecting data for social research.” This method involved a set of prepared main questions but also allowed for flexible follow-up questions. This flexibility was crucial for gaining deeper insights into students’ personal experiences and challenges in vocabulary learning.

Table 3. Item Distribution of the Interview Guideline

No.	Questions	Purpose
1.	What makes it difficult for you to remember or use new English words?	1) To explore internal factors such as memory ability, learning strategies, or personal barriers that affect vocabulary retention and use.
2.	Do you feel confident when using English words in speaking or writing? Why or why not?	2) To identify students’ confidence levels and uncover any anxiety or emotional challenges related to vocabulary use in productive skills.
3.	How do you usually study or remember new vocabulary?	3) To find out whether students use any specific vocabulary learning strategies or rely on passive methods.
4.	What kind of classroom activities or media help you learn vocabulary better?	4) To understand which types of instructional methods or materials students find most helpful or engaging for vocabulary learning.

Data will be collected through two main procedures:

- Questionnaire: The questionnaire will be printed and distributed to all 34 seventh-grade students at SMPN 1 Pakis during a scheduled English class. Students will complete the questionnaire individually, and the researcher will be present to clarify any doubts.
- Interviews: After analyzing the questionnaire responses, 3 students representing different levels of vocabulary difficulty will be selected for one-on-one semi-structured interviews. The interviews will be conducted in a quiet setting within the school premises and will be audio-recorded (with participant consent) for later transcription and analysis.

The data were analyzed using both quantitative and qualitative methods. The questionnaire results were examined with descriptive statistics to identify common patterns of vocabulary learning difficulties across the five aspects. Qualitative data from interviews were analyzed using thematic analysis to identify recurring themes and factors contributing to vocabulary learning difficulties. The combination of quantitative (questionnaire) and qualitative (interview) data will provide a comprehensive understanding of the vocabulary learning challenges faced by the students.

3. FINDINGS AND DISCUSSION

3.1. Findings

Questionnaire distribution was conducted on Monday May 26th 2025 with the number of 34 students. The number of questions was 20. The students who were interviewed were about 3 students. The findings of the questionnaire and interview were presented below.

3.1.1. Data of Questionnaire

Table 4. Difficulties in Understanding Word Meanings

No.	Statement	SCALE				
		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1	I often forget the meanings of words I have learned.	14,7%	44,1%	32,4%	5,9%	2,9%
2	I find it difficult to understand the meaning of words if they are not explained in sentences.	26,5%	20,6%	38,2%	11,8%	2,9%
3	I am confused about the difference between words that have similar meanings.	8,8%	52,9%	26,5%	11,8%	-

According to the data in Table 4, students' difficulties with vocabulary meaning are centered on three key areas. Firstly, a majority struggle with memory retention, as 58.8% of participants confirmed they often forget words they have learned. Secondly, a significant portion (47.1%) depend on context, finding it hard to understand words presented in isolation. Finally, a large majority (61.7%) face challenges with semantic nuance, reporting confusion between words with similar meanings. These collective findings underscore that understanding and retaining word meaning is a primary obstacle for these seventh-grade students, impacting both their comprehension and production skills.

Table 5. Difficulties in Pronouncing and Spelling Words

No.	Statement	SCALE				
		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
4	I find it difficult to spell English words correctly.	8,8%	23,5%	52,9%	5,9%	8,8%
5	I often write words with incorrect letters.	14,7%	26,5%	38,2%	17,6%	2,9%
6	I find English pronunciation difficult to learn.	14,7%	20,6%	38,2%	20,6%	5,9%
7	I am embarrassed to speak English because I am afraid of making mistakes.	23,5%	29,4%	20,6%	17,6%	8,8%

The data in Table 5 shows that students' technical struggles with spelling and pronunciation are directly linked to low confidence and speaking anxiety. While a notable portion of students acknowledged difficulties with spelling (41.2% make errors) and pronunciation (35.3% find it hard), the key finding is the psychological impact. A clear majority (52.9%) reported feeling embarrassed

to speak English due to a fear of making mistakes. This strong correlation suggests that these technical challenges are primary drivers of low confidence, highlighting the need for supportive, low-stress classroom instruction.

Table 6. Difficulties in Word Form and Similarity

No.	Statement	SCALE				
		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
8	I have trouble distinguishing between words that are similar in form.	23,5%	35,3%	20,6%	17,6%	2,9%
9	I am confused about using different verb forms (such as go – went – gone).	23,5%	29,4%	32,4%	8,8%	5,9%
10	I don't know when to add “-s”, “-ed”, or “-ing” to words.	26,5%	29,4%	29,4%	14,7%	-
11	I feel that many words in English sound similar, so it's confusing.	26,5%	29,4%	26,5%	14,7%	2,9%

The data indicates that students experience significant challenges with the morphological and phonological features of English words. A majority of students struggle to distinguish between words with similar written forms (58.8%) and those with similar sounds (55.9%). Furthermore, fundamental grammatical rules present a considerable obstacle. Over half of the participants reported confusion with verb conjugations (e.g., go–went–gone) at 52.9%, and an even greater number (55.9%) were uncertain about the correct application of grammatical inflections such as '-s', '-ed', and '-ing'. These findings suggest that difficulties with word form and phonological similarity are primary barriers to vocabulary acquisition for these learners. This highlights a pedagogical need for more explicit instruction on morphological rules and phonological distinctions in the classroom.

Table 7. Difficulties in Usage and Application

No.	Statement	SCALE				
		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
12	I rarely use new vocabulary in my own sentences.	5,9%	55,9%	20,6%	17,6%	-
13	I have difficulty using words I already know when speaking.	-	38,2%	32,4%	17,6%	11,8%
14	I feel insecure when using vocabulary in conversation.	17,6%	44,1%	11,8%	17,6%	8,8%
15	I don't know when and where I can use certain words.	17,6%	41,2%	32,4%	8,8%	-

The data presented in Table 7 indicates a significant gap between students' passive vocabulary knowledge and their ability to apply it in active communication. A majority of students

(61.8%) reported that they rarely use new vocabulary in their own sentences, while a substantial percentage (38.2%) have difficulty activating even previously known words during spontaneous speech. This challenge is compounded by affective factors and a lack of contextual understanding. A clear majority (61.7%) feel insecure when using vocabulary in conversation, and a similar proportion (58.8%) are uncertain about the appropriate pragmatic context in which to use specific words. Collectively, these findings demonstrate that the primary obstacle for students is not vocabulary retention alone, but rather the productive and confident application of their lexical knowledge. This suggests a pedagogical need for instructional strategies that prioritize practical, interactive, and context-rich vocabulary use.

Table 8. Difficulties in Motivation and Learning Environment

No.	Statement	SCALE				
		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
16	I am not very interested in learning English vocabulary.	11,8%	11,8%	32,4%	26,5%	17,6%
17	I don't like learning vocabulary with visual media such as pictures or videos.	29,4%	26,5%	29,4%	8,8%	5,9%

The data in Table 8 reveals a notable contrast between students' general motivation for vocabulary learning and their specific preferences regarding learning resources, particularly visual media. Regarding motivation, a significant portion of students (44.1%) expressed a positive interest in learning English vocabulary, while a smaller group (23.6%) indicated a lack of engagement. This suggests that, overall, a considerable number of students are receptive to vocabulary instruction. However, a counter-intuitive finding emerged in relation to learning preferences. A clear majority of students (55.9%) indicated a disinterest in learning vocabulary through visual media such as pictures or videos. This unexpected preference may reflect issues with the current implementation of visual aids or students' unfamiliarity with these tools. Consequently, these findings suggest a need to re-evaluate how visual resources are integrated in the classroom and to explore alternative media that may better align with student learning preferences.

3.1.2. Data of Interview

3.1.2.1. Memory and Understanding Problems

Remembering the meaning of new vocabulary is a basic but essential part of language learning. According to Ellis (2015), vocabulary learning is not only about memorizing lists of words but also involves understanding the meaning and use in context. In this research, it was found that students at SMPN 1 Pakis often forget the words they have learned and have difficulty understanding them, especially when words are not explained using examples or visual support. During the interviews, all three students said they faced problems in remembering and understanding vocabulary. They explained that:

Table 9. Students Responses of Using New English Words

Question 1	Students Responses
What makes it difficult for you to	"Saya suka lupa artinya kalau tidak sering dipakai. Kadang kalau gurunya cuma jelasin sekali terus langsung ganti materi, saya bingung. Kalau nggak

remember or use ada gambar atau contohnya, saya juga susah paham.” (*“I tend to forget a new English word's meaning if I don't use it frequently. I also get confused when the teacher explains something only once and then immediately moves on to a new topic. Without visuals like pictures or concrete examples, I find it words? difficult to fully grasp the concept.”*) (S1)

“Saya sering bingung bedain kata-kata yang mirip, kayak "good" sama "well", terus kadang saya nggak tahu kapan harus pakai -ed atau -ing. Jadinya saya takut salah, jadi nggak berani pakai.” (*“I often get confused distinguishing between similar words, like 'good' and 'well'. I'm also sometimes unsure when to use an '-ed' or an '-ing' ending. As a result, I become afraid of making a mistake, so I tend to avoid using them altogether.”*) (S2)

“Yang bikin saya susah itu pelafalan sama penulisannya beda. Kayak kata "enough", saya tahu artinya tapi nggak bisa ngeja atau ngomongnya. Terus, kata-katanya banyak banget dan mirip-mirip, jadi gampang ketukar.” (*“What I find most challenging is that the spelling and pronunciation are often different. For instance, with a word like 'enough,' I might understand its meaning, but I struggle to spell or pronounce it correctly. On top of that, there's a vast amount of vocabulary and many words are very similar, which makes it easy to get them mixed up.”*) (S3)

3.1.2.2. Low Confidence and Speaking Anxiety

Confidence plays an important role in a student's willingness to use English actively, especially in speaking. Students who feel anxious or afraid of making mistakes tend to avoid speaking, even if they understand the vocabulary. Tantra (2015) explains that emotional factors such as anxiety and fear can block language learning. In this study, the interviews revealed that students felt nervous when using English, especially in speaking tasks. They were afraid of being laughed at or making pronunciation mistakes. The following responses reflect students' feelings:

Table 10. Students Responses of Speaking and Writing

Question 2	Students Responses
Do you feel confident when using English words in speaking or writing? Why or why not?	“Nggak sih, saya takut salah ngomong. Kadang teman suka ngetawain kalau ada yang salah, jadi mendingan diam aja. Saya lebih nyaman nulis, tapi itu pun saya kadang lupa kosakatanya.” (<i>“Not really, I'm worried about making mistakes when I speak. Sometimes my friends will laugh if I say something incorrectly, so I find it's better to just stay quiet. I'm more comfortable with writing, but even then, I sometimes struggle to recall the vocabulary I need.”</i>) (S1) “Nggak percaya diri. Kalau speaking, saya malu banget, takut pelafalannya salah. Saya suka diem aja kalau disuruh ngomong. Takut diketawain atau disalahkan.” (<i>“I'm not very self-confident. I feel extremely self-conscious when it comes to speaking, mainly because I'm worried about my pronunciation. This often leads me to just remain silent when I'm asked to</i>

speak, as I'm afraid of being laughed at or corrected.”) (S2)

“Saya jarang ngomong pakai bahasa Inggris karena bingung memilih kata dan takut salah pengucapannya.” (S3) (“I rarely speak in English because I often struggle to find the right words and I'm worried about my pronunciation.”) (S3)

3.1.2.3. Lack of Effective Vocabulary Learning Strategies

The findings indicate a significant reliance on passive learning strategies among students for vocabulary acquisition. Common methods included rote memorization, such as writing words in notebooks or rereading notes, which often proved ineffective for long-term retention due to a lack of regular review. While some students attempted to use visual aids like pictures or auditory tools like songs, many had not yet explored more active and technology-integrated approaches, such as dedicated vocabulary apps, repetition software, or educational videos. This suggests a critical need for students to transition from passive exposure to more active engagement with new vocabulary. The following interview excerpts illustrate these prevalent strategies and the challenges students face:

Table 11. Students Responses of Vocabulary Learning Strategies

Question 3	Students Responses
How do you usually study or remember new vocabulary?	<i>“Biasanya saya tulis di buku, tapi jarang dibuka lagi. Kadang hafalin dari LKS, tapi cepat lupa. Kalau ada gambar atau lagu, lebih gampang ngingetnya.” (“I usually write new vocabulary in a notebook, but I have to admit I rarely go back to review it. Sometimes I'll try to memorize words directly from my worksheets, but I tend to forget them quickly. However, I find it much easier to remember information when it's associated with pictures or songs.”) (S1)</i> <i>“Saya biasanya cuma baca ulang catatan, tapi nggak hafal. Saya belum pernah coba pakai aplikasi atau nonton video. Saya juga nggak tahu cara lain buat ngafal.” (“My usual method is to just re-read my notes, but I find that I don't actually retain the information that way. I've never tried using applications or watching videos to help me study, and to be honest, I'm not really aware of any other memorization techniques.”) (S2)</i> <i>“Saya catat di buku dan mengulang-ulang kata baru. Kadang saya juga belajar melalui aplikasi pembelajaran kosakata.” (“I write new words down in a notebook and review them repeatedly. I also occasionally use a vocabulary learning application to study.”) (S3)</i>

3.1.2.4. Strong Preference for Games and Fun Activities

Teaching methods and classroom activities have a strong influence on student motivation and vocabulary learning outcomes. According to Dauletova & Rahimova (2022), using creative and interactive media can increase student engagement and help them learn vocabulary more effectively. In this study, all three students said they learned best through fun activities such as

games, group quizzes, or visuals. They said they felt more motivated and focused during those lessons. Their answers are shown below:

Table 12. Students Responses of Vocabulary Learning Methods

Question 4	Students Responses
What kind of classroom activities or media help you learn vocabulary better?	“Saya paling suka kalau belajarnya pakai game, kayak quizizz atau tebak-tebakan. Jadi saya bisa ingat kata-katanya sambil main. Kalau cuma dengerin guru jelasin aja, cepet lupa. Tapi kalau lewat permainan, saya lebih semangat.” (<i>“I enjoy learning the most when it involves games, like Quizizz or guessing games. This way, I can remember the vocabulary while having fun. I tend to forget quickly if I only listen to the teacher's explanation, but I feel more motivated when I learn through games.”</i>) (S1) “Belajar kosakata paling enak pas sambil bermain game. Misalnya kuis berkelompok atau yang pakai gambar. Jadi belajarnya nggak tegang. Saya juga jadi ingat kosakatanya karena suasananya seru.” (<i>“I find that learning vocabulary is most enjoyable when it's done through games, for instance, with team quizzes or picture-based activities. This makes the learning process feel much more relaxed instead of tense. I also remember the vocabulary better because the fun atmosphere helps the words stick in my mind.”</i>) (S2) “Saya suka diskusi dengan teman untuk berlatih berbicara atau bermain games Bahasa Inggris.” (<i>“I enjoy having discussions with friends or playing English language games to practice my speaking.”</i>) (S3)

3.2. DISCUSSION

This study explored the vocabulary learning difficulties faced by seventh-grade students at SMPN 1 Pakis. Based on the questionnaire and interview results, several important factors were identified. These difficulties came from internal and external causes, including memory problems, low confidence, lack of learning strategies, teaching methods, and low exposure to English.

3.2.1. Memory and Word Understanding Problems

The first major issue was related to students' difficulty in remembering and understanding vocabulary. More than half of the students said they often forgot the meanings of words they had learned, especially when the teacher only explained them once or did not give examples. Students also struggled with words that looked or sounded similar. This supports Ellis (2015), who said that learning vocabulary includes understanding meaning, form, and usage, not just memorizing words. These problems are made worse when students learn vocabulary without context. If students do not see how words are used in sentences or with pictures, they find it harder to remember and use them. As Agazzi (2022) explains, young learners need context and clear examples to help them understand and store new words in memory.

3.2.2. Low Confidence and Anxiety in Using English

Another key factor was students' lack of confidence in using English vocabulary, especially in speaking. According to the data, many students were afraid of making mistakes and being laughed



at by their friends. This fear made them stay quiet during speaking tasks. Student interviews confirmed that pronunciation and grammar mistakes were their biggest worries. This is in line with Tantra (2015) and Rahman (2016), who said that students often feel anxious when they speak a foreign language, especially if they are not used to it. When students feel embarrassed or nervous, it becomes harder for them to use vocabulary in real communication. This shows that building a safe and friendly classroom environment is important to help students practice without fear.

3.2.3. Lack of Vocabulary Learning Strategies

The study also showed that students did not use effective strategies to learn vocabulary. Most students said they just copied words into notebooks or read their notes again, but they still forgot the words. This supports Komalasari (2022), who found that students often do not know how to study vocabulary on their own. This lack of strategy means students depend too much on the teacher. If teachers do not teach students how to learn vocabulary independently, students will continue to struggle.

3.2.4. Limited Use of English in the Learning Environment

At SMPN 1 Pakis, English is still rarely used in daily communication. Most lessons are taught in Indonesian, and English is only used for simple classroom expressions. As a result, students are not exposed to enough English input, which affects their ability to hear, understand, and use new words in context. Sulistiyo (2016) explained that when students do not get enough exposure to the target language, it becomes harder for them to learn vocabulary naturally. This shows the importance of increasing the use of English in class so that students can hear and practice vocabulary more often.

3.2.5. Need for Fun and Engaging Vocabulary Activities

Although the students experienced several difficulties, they showed a strong interest in learning vocabulary through games and enjoyable activities. All three students who were interviewed mentioned that games such as Quizziz, group competitions, and guessing games helped them remember new words more easily. They also said that learning became more exciting and they could concentrate better when the activities were fun. These findings are in line with research by Purwati (2022) and Dauletova and Rahimova (2022), who suggest that using games, visual aids, and interactive methods can support students in learning vocabulary more effectively. In the context of SMPN 1 Pakis, where students have limited exposure to English outside the classroom, fun and engaging learning activities can help make vocabulary learning more meaningful and easier to remember.

4. CONCLUSION AND RECOMMENDATION

This study explored the vocabulary learning difficulties faced by seventh grade students at SMPN 1 Pakis. Based on the data collected from questionnaires and interviews, it was found that many students still struggle with learning and using English vocabulary. The most common problems included forgetting word meanings, getting confused by similar words, not knowing how to use different word forms correctly, and feeling afraid of making mistakes when speaking.

There were several factors that contributed to these difficulties. One of the main reasons was the limited exposure to English, since students rarely use the language in their daily communication at school. Many students also relied more on memorizing and copying words, instead of using more effective vocabulary learning strategies. In addition, feelings of anxiety and low confidence—especially when it came to pronunciation and grammar—also affected their

learning process. The way English was taught in class, which was often passive and focused mostly on the teacher, made students less motivated and less involved during vocabulary lessons. On the other hand, the study also showed that students reacted positively to fun and interactive learning activities. Games, group quizzes, and visual materials made them more interested and helped them remember vocabulary better.

In conclusion, to improve vocabulary learning in junior high schools, teachers should try using more interactive and student-centered teaching methods. Increasing the use of English in class, giving students more chances to practice, and teaching vocabulary through meaningful strategies can help students feel more confident, motivated, and successful in learning English.

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APPLYING VINAY & DARBELNET'S MODEL AND SEMANTIC EQUIVALENCE ANALYSIS IN THE TRANSLATION PROCESS OF "PALE BLUE DOT"

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Abstract: In the modern age, translation plays a key role in the spread of knowledge, especially in the field of astronomy. One such instance is Carl Sagan's book "Pale Blue Dot" which contains scientific and philosophical reflections on human existence in the universe. This study aims to apply Vinay & Darbelnet's translation technique model and Roger T. Bell's semantic equivalence classification to analyze the translation process of key excerpts from English into Indonesian and the integrity of its meaning. The analysis showed that the translation techniques used are literal translation (61%), modulation (22%), transposition (10.2%), calque (3.4%), equivalence (1.7%), and adaptation (1.7%). These techniques influence the degree of semantic equivalence which includes full equivalence (72.9%), partial equivalence with increased meaning (16.9%), as well as partial equivalence with decreased meaning (10.2%). Literal translation and modulation is found to be the most effective technique for preserving the original meaning from the source language to the target language.

Keywords: *Semantic Equivalence, Pale Blue Dot, Roger T. Bell, Translation Techniques, Vinay & Darbelnet*

1. INTRODUCTION

1.1. Background Study

In this modern era, translation plays an important role in ensuring that information is captured by a cross-lingual audience. Translation is a foundation of the development of science, especially astronomy. Astronomy is a branch of science that studies everything outside the Earth's atmosphere. Many works of literature, both fiction and nonfiction, are based on astronomy. One of these literary works is a book called "Pale Blue Dot" by Carl Sagan, published in 1994.

Carl Sagan was an American science communicator who was instrumental in popularizing astronomy for the general public in the United States. In the book "Pale Blue Dot", Sagan reflects on humanity's ability to explore space and his hopes for the future of humans in space. A few years earlier, on February 16, 1990, the US spacecraft Voyager 1 captured an image of Earth from Neptune's orbit. The image showed the Earth as a "pale blue dot" surrounded by the darkness of space. Sagan interpreted the moment as a call for humanity's humility. He wrote that the "pale blue dot" is home to everyone we have ever loved and known, as well as everyone who has ever existed and will ever exist. The book's popularity was influenced by Sagan's linguistic style, historical moments during the space race, and the visual appeal and illustrations contained within the book itself.

The popularity of Carl Sagan's "Pale Blue Dot" goes beyond English-speaking readers. The book has been translated into dozens of languages, including Spanish, French, German, Italian, Portuguese, Russian, Chinese, Japanese and Korean. In 2021, the Indonesian translation of "Pale Blue Dot" was published by KPG (Kepustakaan Popular Gramedia). Since then, "Pale Blue Dot" has become a commonly available reading for Indonesians, especially for readers with an interest in

astronomy. The popularity of the Indonesian translation of “Pale Blue Dot” raises the question of the challenges of translating nonfiction books.

Several studies discuss the challenges of translating nonfiction books. Ababilova (2015) stated that the challenges in translating nonfiction books include the difficulty of maintaining the accuracy of facts and data in various languages, the presence of technical terminology and specialized knowledge in certain fields, and conveying the author's voice, style, and cultural context. According to Garg et al. (2018), one of the main obstacles in machine translation is the inability to find a direct equivalent for every interlanguage term or concept, a problem that is even more pronounced in nonfiction texts that often contain specialized terminology and cultural references. In addition, he notes that the grammatical and syntactical structures of languages can differ significantly, requiring translators to restructure sentences or paragraphs to maintain clarity and coherence in the target language. In addition, words with multiple meanings or context-dependent interpretations pose a challenge, especially in technical or academic nonfiction that requires precision.

Some studies also discuss errors in the translation of nonfiction books and scientific literature. Noverdi (2019) in his study on the translation of “The Soul of the Indian” identified 27 specimens of problematic translations. These translation problems include names of gods and ceremonies, spiritual terms, figures of speech, culturally specific terms, collocations, and so on. Liao (2007) in her study of the Taiwanese translation of Scientific American articles finds frequent factual errors due to translators’ limited subject expertise. Scientific advisors criticize these translations as inaccurate and misleading. Mistranslating technical details (or dropping clarifications) in science texts can cause readers to misunderstand scientific facts.

The popularity of the Indonesian translation of “Pale Blue Dot” offers a unique opportunity to conduct in-depth research into how popular science texts are linguistically and culturally adapted for Indonesian audiences. This study aims to examine the translation methods used and their impact on the accuracy of meaning, the preservation of the author's intended message, and the overall semantic equivalence between the source and target texts.

1.2. Literature Review

Translation is a process of transferring meaning from a source language to a target language (Larson, 1984). Larson says that the form of the sentence will change during the translation process. However, the meaning conveyed in the translation process should be constant. Next, Catford (1965) stated that translation is the replacement of textual material in one language (source language) with equivalent textual material in another language (target language). These definitions emphasize that meaning, not form, is the essence of translation.

There have been several theories discussing the methods by which translation is carried out, one of which is Vinay and Darbelnet's theory (1958), who identify two main strategies: direct translation and oblique translation. Direct translation is used when the meaning and structure of the source text can be translated with slight adjustment. This method includes three different procedures, which are borrowing (to adopt a word from the source language as is), calque (a word or phrase translated literally) and literal translation (a word-for-word translation, which is still immediately understood in the target language). However, when direct translation is not possible due to structural or cultural differences between languages, oblique translation must be used. This covers a further four procedures, which are transposition (which modifies the grammatical structure of a phrase), modulation (changes the point of view or wording but keeps the same meaning), equivalence (uses different expressions than those in the source language yet conveying the same idea, particularly for idioms or proverbs), and adaptation (where cultural references are

adjusted to better suit the target audience and the translator should create a new situation that can be considered equivalent).

During the translation process, the meaning of the TL must be fully conveyed in the SL. One form of measuring the level of equivalence is Roger T. Bell's semantic equivalence theory. According to Bell (1991), semantic equivalence involves ensuring that the message in the TL retains the same meaning as in the SL, despite differences in linguistic structure or vocabulary. This means that the translator must consider not just literal meanings, but also connotations, cultural references, idioms, and other elements that could influence how the message is perceived by the target audience.

According to Bell, there are 3 main categories of semantic equivalence; full equivalents (FE), partial equivalence (PE), and non equivalence (NE). Full equivalence occurs when the meaning of the SL is fully transferred into the TL. Partial equivalence on the other hand, occurs when the meaning is either increased (PE-IM) or decreased (PE-DM) during translation. This is due to the fact that not all languages have the same definition or connotation of certain words. Lastly, non-equivalence occurs when the TL does not preserve the meaning of the SL. NE is further divided into 2 categories, non-equivalence with different meanings (NE-DFM) and non-equivalence with no meaning (NE-NM). NE-DFM occurs when the TL diverges from the SL meaning, often through an incorrect or very loose rendition while NE-NM is where the TL fails to render the SL meaning at all. This extreme case occurs when the translator omits or garbles the content so that all original information is lost.

Bell emphasizes that achieving semantic equivalence requires analyzing the communicative purpose of the SL text, as well as the stylistic and rhetorical choices made by the original author. The translator's task is to reproduce these choices in a way that resonates naturally with the TL audience while maintaining fidelity to the SL's original intent. This involves creating a dynamic and culturally appropriate version of the text that mirrors the SL's effect.

2. METHODS

This research combines qualitative and quantitative research models. Sugiyono (2011) defines qualitative research as a method used to research on the condition of natural objects, with the researcher as the key instrument, purposive or snowball sampling, data collection techniques with triangulation, and inductive data analysis while quantitative research is an approach that prioritizes the use of numbers to provide explanations for phenomena

In this study, the qualitative method is used to examine the translation techniques used by the translators of "Pale Blue Dot" based on Vinay & Darbelnet's concept of translation techniques. The qualitative method is also used to determine the level of semantic equivalence of the translations based on Roger T. Bell's concept of semantic equivalence. The quantitative method is used to calculate the translation techniques and semantic equivalence and to determine the most effective translation technique.

This study uses two data sources, namely the original English Pale Blue Dot published by Ballantine Books and the Indonesian translation published by Kepustakaan Popular Gramedia (KPG). The main quotations were identified and then laid out per phrase/sentence in a table consisting of segments, source language, target language, translation technique, and semantic equivalence. Each segment was then analyzed for its translation technique and semantic equivalence. Then, the number of translation techniques and semantic equivalences that appear are counted to find the distribution pattern of the techniques as well as the frequency of occurrence of each semantic equivalence category.

3. FINDINGS AND DISCUSSION

Based on the analysis, it is found that the translation techniques and the semantic equivalence, as well as their distribution are as follows:

No.	Translation Techniques	Semantic Equivalence			Total	%
		FE	PE-IM	PE-DM		
1	Calque	2	-	-	2	3.4%
2	Literal Translation	31	2	3	36	61%
3	Transposition	5	1	-	6	10.2%
4	Modulation	5	5	3	13	22%
5	Equivalence	-	1	-	1	1.7%
6	Adaptation	-	1	-	1	1.7%
	TOTAL	43	10	6	59	100%
	TOTAL (%)	72.9%	16.9%	10.2%		

Table 1. Distribution Of Semantic Equivalence Per Translation Techniques

Literal translation is the most commonly used translation technique as it occurs in 36 segments (61%). One example of this is in segment number 10:

SL: every saint and sinner in the history of our species lived there

TL: setiap orang suci dan pendosa dalam sejarah spesies kita tinggal di sana

In this example, each word is translated word by word so that the meaning conveyed can be maintained in full equivalence. This technique is mostly used when the sentence structure and vocabulary in the source language and target language have enough similarities so that the meaning does not change and remains intact.

Another translation technique that appears in 13 segments (22%) is modulation where there is a shift in point of view during the translation process from SL to TL. One example of the use of modulation is in segment number 42:

SL: In our obscurity,

TL: Dalam ketidakberartian kita,

In the example above, the point of view is changed from obscurity to insignificance and triviality (*ketidakberartian*). In this segment, the “pale blue dot” photo is described not only as a very small and obscure, but also insignificant and trivial which puts the segment into the category of partial equivalence with increased meaning.

In addition, a translation technique known as transposition occurs in 6 segments (10.2%) where one class of words in the SL is changed into another class of words in the TL without changing its meaning. Transposition is used in the translation process of segment number 3:

SL: But for us, it's different.

TL: Namun tidak demikian adanya bagi kita.

In the sentence above, the order of the clauses is reversed, where the phrase “it's different” (which uses the subject-predicate structure) is changed to “Namun tidak demikian adanya”, which is an idiomatic expression in Indonesian and uses nominalization. Although the structure changes,

the meaning is maintained, which shows that the transposition is done to maintain fluency and naturalness in the target language.

Aside from the main three translation techniques, a few segments also uses calque (2 segments), adaptation (1 segment), and equivalence (1 segment). A calque is where a language borrows an expression from another and then translated it literally each of its element. This occurs in segment 26 and 27 where “superstar” and “supreme leader” are translated into “bintang terkenal” and “pemimpin agung”.

Adaptation is employed when a term referred to by the source language (SL) message is unknown in the target language’s (TL) culture. Adaptation can also be used to add nuance like in the case of segment 12 where the phrase “every human being who ever was,” is translated as “setiap orang yang pernah Anda dengar, setiap insan, siapa pun dia,”. The addition of the word “insan” introduces a deeper emotional or philosophical tone that may not be explicitly present in the original phrase.

Equivalence on the other hand occurs when the translator chooses TL expressions that are lexically and/or structurally different, yet replicate the situation and communicative effect of SL. This can be seen on segment 50:

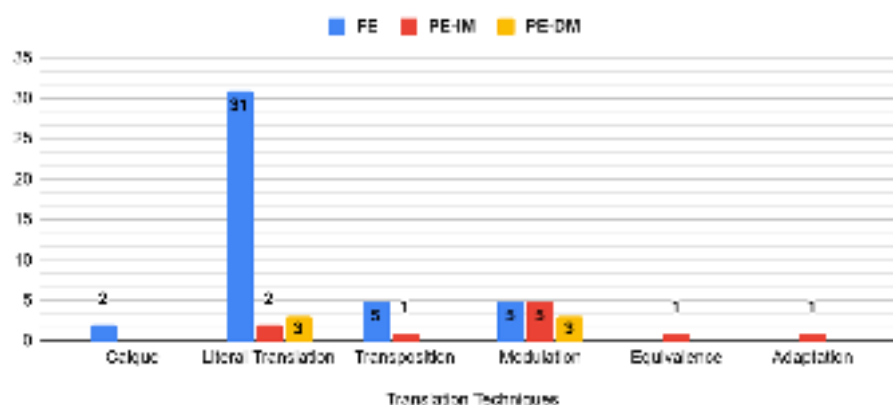
SL: Visit, yes.

TL: Berkunjung, bisa saja.

The SL has an informal, elliptical sentence structure. It implies agreement or possibility about visiting, but is not a full sentence. The TL captures the same intent and tone but in a different structure.

The various methods that the translator uses ensure that most of the segments’ meaning are fully transferred from SL to TL. Out of all segments, 72.9% of segments are full equivalents where the meaning of the SL are fully translated into the TL. Additionally, 16.9% of segments are categorized as partial equivalents but with increased meaning in which the TL contains slightly more meaning than the SL. The remaining 10.2% are labeled as partial equivalents where the TL contains slightly less meaning than the SL.

A relationship between the translation techniques employed and the overall semantic equivalence can be expressed in the following graph:



Graph 1. Relationship between translation techniques and semantic equivalence.

Out of all translation techniques, literal translation accounts for 31 out of 36 instances of full equivalence (shown in blue). This implies that literal translation is one of the most effective techniques to achieve full equivalence except in several segments. Transposition and modulation also plays an important role in achieving full equivalence, being used in 10 total segments. Additionally, calque also contributes 2 segments that also achieve full equivalence.

Partial equivalence with increased meaning (shown in red) occurs in 10 segments, 5 of which used modulation, 2 of which used literal translation, 1 on transposition, 1 equivalence, and 1 used adaptation. Modulation is able to amplify the emotional, cultural or philosophical undertones of the message so that it resonates more with TL audiences, while still keeping the general intent of the original. Examples of this are in the previous analysis of segment 42.

Partial equivalence with decreased meaning (shown in yellow) occurs in 6 segments. Of the 6 segments in this category, 3 used modulation, 2 used literal translation, and 1 used transposition. Modulation in these cases led to reduced meaning due to shifts in conceptual perspective that unintentionally omitted subtle meanings from the TL. For instance, in Segment 28:

SL: *“—on a mote of dust suspended in a sunbeam.”*

TL: *“—di setitik debu yang terapung-apung dalam sinar Matahari.”*

The word “suspended” in the SL implies that the Earth, represented as a speck of dust, is held in place or supported within the sunbeam—suggesting a static, precise positioning. However, the TL renders it as “terapung-apung”, which conveys a floating motion, implying movement or drift. This translation does not fully capture the original spatial imagery or the controlled stillness suggested by “suspended”. As a result, the intended meaning is partially lost, making this a case of partial equivalence with decreased meaning due to lexical inaccuracy.

Literal translation also contributes to decreased meaning in certain cases. In Segment 14:

SL: *“thousands of confident religions, ideologies, and economic doctrines,”*

TL: *“ribuan keyakinan, ideologi, dan doktrin ekonomi,”*

The omission of the word *confident* results in a reduction of semantic depth. In the source text, *confident* conveys a strong sense of dogmatism—suggesting that these religions, ideologies, and economic doctrines are not merely numerous, but are held with unwavering conviction, often resistant to criticism or doubt. By excluding this adjective in the TL, the translation fails to capture the SL’s implicit critique of rigid belief systems. As a result, the emotional and philosophical tone of the original is softened, and the TL does not fully reflect the author’s intended commentary on the absolutism and inflexibility of such doctrines.

4. CONCLUSION

The translation process of “Pale Blue Dot” from English into Indonesian employs various translation techniques which can be categorized according to Vinay & Darbelnet’s model. This includes calque (3.4%), literal translation (61%), transposition (10.2%), modulation (22%), equivalence (1.7%), and adaptation (1.7%). The differences in meaning between the SL and the TL can be examined via Roger T. Bell’s theory of semantic equivalence. Using this framework, most of the segments (72.9%) are categorized as full equivalents where every meaning in the SL are fully transferred into the TL. The other 27.1% are categorized as partial equivalents where the TL may contain an increase (16.9%) or a decrease (10.2%) in meaning than the SL.

Out of 43 fully equivalent segments, 31 were translated using literal translation, indicating its reliability and effectiveness in translating “Pale Blue Dot”. Of the 10 segments categorized as partial equivalence with increased meaning, modulation was used in 5, literal translation in 3, adaptation in 1, and equivalence in 1. This suggests that modulation is the most effective method to enhance meaning. Among 6 partially equivalent segments with decreased meaning, 3 used literal translation and 3 used modulation, suggesting both methods have limitations in certain contexts.

In conclusion, the translation of “Pale Blue Dot” suggests that literal translation is the most frequently used and reliable technique, especially in preserving the original meaning and achieving



full equivalence. However, in cases where shifts in meaning occur, either decreased or increased, modulation plays a key role. Modulation is able to enrich the TL while still maintaining a connection to the SL. Nevertheless, both literal translation and modulation are not without limitations, especially when semantic nuances in the SL cannot be directly mirrored in the TL. This necessitates the full conversion of meaning from the TL's culture into the SL's. This emphasizes that achieving semantic equivalence requires analyzing the communicative purpose of the SL text, as well as the stylistic and rhetorical choices made by the original author. The translator's task is to reproduce these choices in a way that resonates naturally with the TL audience while maintaining fidelity to the SL's original intent. This involves creating a dynamic and culturally appropriate version of the text that mirrors the SL's effect.

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GAME-BASED LEARNING: EXPLORING STUDENTS' PERCEPTIONS OF ENGAGEMENT AND LEARNING THROUGH GAMES IN SEVENTH GRADE CLASSROOMS

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Abstract: This research explores the perceptions of seventh-grade students regarding game-based learning in English classes at MTsN 1 Malang City, addressing the increasing demand for interactive and student-focused education. The researchers used a qualitative survey approach to gather data from 22 students via open-ended questionnaires. Thematic analysis revealed that students view game-based learning as enjoyable and engaging, and as beneficial for improving comprehension and participation in class. They also emphasised the importance of teacher assistance and clear guidance alongside games. These results underscore the ability of game-based learning to enhance student involvement and indicate its significance as an additional method in English language teaching.

Keywords: *Game-based Learning, Students' Engagement, English Education*

1. INTRODUCTION

In the contemporary digital era, the paradigm of education has evolved beyond the confines of traditional learning material and pedagogical tools. Technology has become an integral part of the learning and teaching process. Recently, most students have felt that the traditional, teacher-centred learning method is no longer relevant or interesting (Cheng & Su,

2012). This is because students from Gen Z and Gen Alpha need a more interactive and interesting learning process. So the existence of this phenomenon requires a teacher to think what is the best solution for providing a fresh way of teaching learners of that generation. Besides that as the teacher, we have to get out of our traditional safe academic space in order not to be outdated and it can adapt to the times and needs of our students, which is an essential quality in an educational environment (Ghazy et al., 2021).

The use of game as the learning media it can not be separated with the lack of motivation of the students during an English learning process. The lack of motivation is caused by students' belief that English is a difficult to learn (Aulya et al., 2023). One of the best solutions that could be the answer is to integrate a game as the learning media who positioned the students as the central learning. As mentioned by Cheng & Su (2012), when the students are positioned at the centre of learning, the learning activities will become easier, more engaging, and become more efficient. Similar with the previous statement, games based learning was believed as the effective media for improving the students' learning motivation and also reducing the anxiety of the students (Ahmed et al., 2022).

Furthermore, the application of game-based learning also encourages collaborative learning activities because in every game conducted in learning activities always includes several things such as teamwork, exchanging information, and also exchanging knowledge which can make the students more active and not passive during the learning activity (Adipat et al., 2021). Then the application of game-based learning not only encourages collaborative learning activities but also

as the reinforcement tools for understanding the material with the challenges that relate with the material (Oktary et al., 2024). Even though games-based learning are undoubtedly very effective in learning activities, it is crucial to understand that their purpose is not only to be played. They must be used effectively as a tool to transmit knowledge, improve skills and facilitate students' understanding of difficult material especially on English material (Subroto et al., 2024).

In view of the aforementioned considerations, the present study aims to explore the influence of game-based learning on student engagement and learning experiences in the English classroom, with a particular focus on seventh-grade learners. The present study focuses on students' own perspectives in order to enhance comprehension of the potential of games to support motivation, reduce anxiety, and foster active participation during the learning process. This study adopts a novel perspective on the role of games in language learning, challenging the conventional view of games as mere entertainment. Instead, it positions games as significant tools that can facilitate more effective English language acquisition among students. The findings are expected to offer valuable insights for educators in designing more interactive, student-centred approaches that are responsive to the learning needs and preferences of today's digitally native generations – Gen Z and Gen Alpha.

2. METHOD

2.1. Research Design

This study employs a qualitative research approach with a survey design. Cohen (2007) defines qualitative research as the research that is carried out with an objective of comprehending social phenomena in a wide sense. In qualitative research, theory will serve as the foundation for a thorough and comprehensive understanding of the social context. Furthermore, according to Sukardi (2007), survey research is a study design that aims to collect data from individuals to understand their opinions, attitudes, behaviors, or perceptions regarding a particular issue or phenomenon. Thus, the purpose of this study was to investigate students' perception about the use of games in the classroom to improve English engagement and learning.

2.2. Population & Sample

The participants of this study are seventh-grade students from MTsN 1 Kota Malang, consisting of approximately 22 students drawn from three different classes. In addition, this study employed a purposive sample. Purposive sampling is a sampling approach where the researcher chooses study participants from a community using his or her own discretion (Pandey & Pandey, 2015). In the context of this study, participants were selected from seventh-grade students at MTsN 1 Kota Malang who had recently taken part in English language lessons that incorporated various types of educational games as part of the classroom instruction.

2.3. Instrument

To collect qualitative data on students' perceptions of using games in the English classroom, this study utilized an open-ended questionnaire, which was developed and distributed through Google Forms. The instrument consisted of five open-ended questions and was administered to seventh-grade students at MTsN 1 Kota Malang. It was carefully designed to be clear and accessible to the target participants, ensuring they could comfortably express their thoughts and experiences. The purpose of the questionnaire was to explore students' emotional responses to game-based learning, their perceptions of its effectiveness in supporting their

understanding of English material, their level of engagement during such activities, and their views on both the advantages and disadvantages of using games in the learning process. Each question was formulated to encourage thoughtful and personal reflection, allowing students to describe their experiences in their own words.

Table 1. Survey Questions

How do you feel about learning using games in class?
Do you think game-based learning helps you understand the material better? Explain.
Do you feel more active in lessons when there is an element of play? Explain why.
What interactive games do you like the most when used in learning? Do you want to get more methods like this?
What are the advantages and disadvantages of using game methods in learning English?

2.4. Data Analysis

After all responses were collected through Google Forms, the data were exported into a spreadsheet for initial organization and review. Each response was read thoroughly to gain a comprehensive understanding of the students' views. The analysis process involved coding the data by assigning descriptive labels to segments of text that reflected meaningful units of information. These initial codes were then grouped into broader categories or themes based on their similarities and relevance to the research objectives, such as emotional responses, engagement, learning outcomes, and opinions on game-based learning.

3. FINDINGS

3.1. Students' Emotional Responses to Game-Based Learning

The results show that most of the students agreed that game-based learning was engaging and enjoyable when implemented in the classroom. They believe that incorporating games into lessons makes the learning experience more stimulating. Many reported that games made them feel more enthusiastic and helped reduce boredom. The participants' responses are similar as follows:

I am thrilled because it is fun, makes me feel enthusiastic, and motivates me to study harder, (Student 3)

It's enjoyable. The lessons are easy to understand. I don't get bored easily, and it's really fun, (Student 10)

I feel happy and more enthusiastic when learning using games in class. The learning atmosphere is more fun and less boring, (Student 11)

Some students even mentioned how games motivate them to learn harder. When they lose or achieve lower points compared to their friends, they usually ask for more games. By learning from their previous mistakes, they try to get better by answering the questions correctly. This indicates that game-based learning can positively influence students' emotional engagement and contribute to a more dynamic and enjoyable classroom environment.

3.2. Learning Experience

The results indicate that the utilization of educational games in-class has brought significant benefits to students, in terms of their understanding and critical thinking (Camilleri &



Camilleri, 2017). Students often feel that the game is very helpful as it makes the learning atmosphere fun and helps them to understand the material better. The interactive element of games seemed to increase student engagement, promoting active participation rather than passive processing of information.

Very helpful because playing a game will help us understand the material studied, (Student 16)

Yes, I think game-based learning is beneficial because it is easier for me to understand the material through hands-on practice and fun interactions, (Student 11)

On the other hand, some students acknowledged that utilizing games in the classroom is enjoyable and effective in maintaining their attention. However, they think that relying solely on games is not enough. Teachers need to accompany their students and provide further explanations after they have played the game. The same applies to students; they need to participate actively by asking questions of the teacher. Games are used only for the supporting media, not the main one.

Game-based lessons are fun, but I feel that I can understand and focus more on the reading or explanation, (Student 5)

Although it is entertaining, it didn't really help us comprehend the subject matter. Because I believe that you must learn on your own if you wish to comprehend the materials, (Student 7)

Not really; the game serves only as a support and the teacher must communicate with us in addition to using the game to explain the material, (Student 9)

3.3. Classroom Participation and Engagement

The student expressed a high level of engagement and enthusiasm during classroom activities. They reported not feeling sleepy while studying and feeling more active due to their interest in participating. The interactive games also encouraged them to ask more questions. It means that the use of games contributes to their participation in the classroom. Additionally, the student noted that they strive to answer the challenges given, indicating a healthy sense of competition and a willingness to engage deeply with the material.

Yes, so you don't get sleepy when studying, (Student 22)

Yes, I feel more engaged because I want to participate more. Playing games helps me concentrate better and work harder to solve the problems, (Student 11)

Yes, I feel more active because it's more fun than regular learning, (Student 8)

Yes, because the game encouraged me to ask questions about what the questions meant and encouraged me to answer the questions, (Student 19)

3.4. Preferred Types of Games

Students expressed a strong preference for a variety of interactive games that make learning more enjoyable and engaging. Digital quiz-based platforms like Quizziz, Kahoot, and Gimkit were the most favored games used in the classroom.

I like quizziz, kahoot, gimkit, and others (Student 6)

The game I liked the most was the guessing game and pass the item where the last person to hold the item would answer the question. I really want this method to be used again. It doesn't make you sleepy and it makes you more focused, (Student 10)

A marker relay game while the music is playing, and yes, I want more of this method, (Student 22)

I like online group interactive game and I would like to get this method again, (Student 19)

Others highlighted the use of physical and group-based activities such as the “guessing game”, “pass the item,” and marker relay games, accompanied by music were praised for keeping students alert and focused. Activities like the pass the item game with music were highlighted as both fun and energizing, helping to maintain students’ attention. Overall, students expressed strong enthusiasm for these methods and a desire to see them implemented more regularly in classroom learning.

3.5. Strengths and Weaknesses of the Game-Based Approach

The interview data revealed that game-based learning offers both strengths and challenges in the English learning classroom. One of the primary strengths identified by students is the increased level of engagement and enthusiasm. Students reported feeling more active, motivated, and less bored during lessons that incorporated games.

The use of games in English learning encourages me to be more active in the class. However, in my opinion, it takes a lot of time and some of the distractions that arise can hinder learning, (Student 5)

It is fun but the material becomes less understandable if it is all games. However, if using games only for fun, it’s fine, (Student 7)

The advantages are that we as students become more enthusiastic about learning and it does not make us bored or sleepy. The disadvantages are that sometimes the class is not conducive or even very crowded, (Student 10)

However, several students also pointed out notable weaknesses. Some students think that too much time spent on games could take away from actual learning, especially if the material wasn’t clearly explained afterward. Some also felt that the classroom could become too noisy or distracting when games were involved, making it harder to focus. Overall, while games can boost energy and excitement in the classroom, they work best when combined with clear instruction and teacher guidance to help students stay focused and truly understand the material.

4. DISCUSSION

This study's discussion will summarize its findings, focusing on students’ emotional responses to game-based learning, their learning experiences in the classroom, participation and engagement, preferred types of games, and the strengths and weaknesses of game-based learning.

Pho and Dinscore (2015) in Adipat (2021) stated that game-based learning has great potential to enhance motivation and increase students’ interest. It was discovered that those exposed to this type of teaching technique agreed that this kind of approach helps the learning process more stimulating and prevents them from feeling bored. Some even stated how a game-based approach motivates them to learn harder. Every time they lose a game, they want to do it again to prove that they will win next time.

Students feel that games often help them understand the material better, as it promotes active participation through fun and engaging interactions. However, they do think that students still need teachers’ surveillance through the learning process. Games should be a supportive tool, not a replacement for guided instruction. Still, students should be actively involved in class to make the learning process more effective.

Interactive games, such as Kahoot, Pass the Item, and Gimkit, encourage students to participate as they feel more enthusiasm and interest in the material. It means that the use of interesting media has more significant influence on class interaction compared to traditional media (Justo et al. 2022). The combination of challenges and competitiveness that arise can promote



motivation in completing the learning objectives. Students are reported to feel more confident which leads to them being motivated to ask questions.

Games as learning media were highlighted as effective tools that enhance focus and make learning more enjoyable compared to traditional methods (Lathifah, 2023). Two types of games, both digital and physical are praised for keeping students focused and enthusiastic during the learning process. Many seventh-grade students find digital games like Kahoot, Gimkit, Bamboozle, and Quizziz fun and exciting since these games are still new to them and have colorful and interactive visuals. Same goes for the physical game, since it requires more physical activity, students agreed that it enhances their excitement and can help maintain their attention because they need to be focused to avoid mistakes. This kind of game really matches what students enjoy in the classroom; it makes learning feel more like play rather than just a boring lecture.

Integrating games into the classroom offers several benefits, but it also presents certain challenges. Students may feel more active and enthusiastic, but this can lead to an uncontrolled and noisy classroom environment. Creating fun and exciting activities during class is beneficial because they can help students remember the material better, but teachers cannot rely solely on them. A few students reported feeling confused and unable to understand the material if they were not guided by their teachers. In the end, games are most effective if it is paired with clear explanation and guidance from the teacher.

5. CONCLUSION

This study examined the perceptions of seventh-grade students regarding the use of game-based learning in English classrooms. The findings clearly indicate that integrating games into the learning process significantly enhances student engagement, motivation, and emotional involvement. Students expressed enjoyment and excitement when learning through games, suggesting that such approaches create a more dynamic and less monotonous learning environment. Moreover, game-based learning was found to support students' comprehension and participation. The research also highlighted students' preferences for both digital and physical games, particularly interactive and competitive ones like Kahoot, Gimkit, and classroombased games such as "pass the item."

While many students acknowledged that games made lessons easier to understand, they also emphasized the importance of teacher guidance to complement the gaming experience. Games alone were not always sufficient for deep understanding, underscoring the need for a balanced approach that combines engaging activities with direct instruction. Challenges such as classroom noise, time management, and potential distractions were also reported. Thus, while game-based learning offers valuable benefits, its implementation must be carefully managed by teachers to maintain a conducive learning environment and ensure educational objectives are met.

In conclusion, game-based learning represents a promising pedagogical tool that, when used appropriately, can significantly enrich the English learning experience. Teachers are encouraged to integrate games thoughtfully, pairing them with structured instruction and feedback, to maximize both engagement and learning outcomes for students in today's digital generation.

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PROVIDING SPACE TO SPEAK: STUDENTS' PERSPECTIVE ON CONFIDENCE BUILDING THROUGH A SPEAKING ACTIVITY AT SMP NEGERI 21 MALANG

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Abstract: The aim of this study is to investigate how regular after-school speaking activities influence students' self-confidence and perception of their English-speaking ability including storytelling, conversations, and discussions. Using a survey-based case study, the study used a qualitative descriptive methodology. Both open-ended and closed-ended questions were included in the Google Form that was used to collect the data. Participants were specifically chosen from the students who were actively involved in the school's international program. Students' responses have been assessed using thematic analysis. The findings showed that many students first experienced anxiety, fear of making mistakes, and hesitation to speak because of language limitations and peer evaluation. However, students who participated regularly reported feeling less anxious, speaking more fluently, and being more eager to take risks after participating in the speaking sessions. A supportive setting, helpful feedback, and the presence of peers were all important elements in their development. Compared to the organized classroom environment, the activity also gave them a more natural source of opportunity to practice their English. According to the study's findings, students' confidence and speaking development are greatly enhanced by regular, comfortable speaking practice.

Keywords: *Speaking Confidence, Language Anxiety, Student Perception*

1. INTRODUCTION

Speaking is widely recognized as one of the most challenging skills for EFL learners, even after years of formal instruction. Many students still hesitate to speak due to anxiety, fear of making mistakes, or limited vocabulary (Christie & Listyani, 2018; Nety et al., 2020). In this context, confidence becomes a crucial factor that determines whether learners are willing to engage in speaking activities, particularly outside the classroom.

Confidence has consistently been identified as a key factor in successful language learning. Akbari and Sahibzada (2020) emphasize that confident learners are generally more active in class, more motivated to achieve learning goals, and experience less stress when speaking. Similarly, a study by Sumanto and Saharani (2023) found that students with higher levels of self-confidence were more eager to engage in oral communication. In their view, confidence was not just helpful; it was essential for students to be able to perform well in speaking tasks.

Despite its importance, self-confidence remains an issue for many EFL learners. A number of things can contribute to this, including previous negative experiences, fear of being judged by classmates, and a lack of consistent opportunities to practice speaking (Limeranto & Bramb, 2022; Nety et al., 2020). When students feel constantly evaluated or observed, it can make them more anxious, pushing them to stay quiet and focus more on passive skills like reading and listening (Sumanto & Saharani, 2023). Riadil (2020) also noted that the combination of limited language

proficiency and low confidence can significantly hinder Indonesian students from improving their speaking fluency.

To help reduce this barrier, many teachers and schools have started to create safe, consistent spaces where students can practice speaking more freely. One approach is to offer after-school speaking activities that give students a chance to use English without the pressure of grades or formal assessments. Research supports this idea, showing that regular and informal speaking opportunities can lower anxiety and gradually build students' confidence (Nety et al., 2020). In addition to the structure of the activity itself, the role of teachers and peers also matters. Supportive feedback, especially when given in a positive and non-judgmental way, has been shown to make students feel safer when speaking (Christie & Listyani, 2018). Simply practicing speaking regularly can also help learners become more familiar with using English, which helps reduce hesitation over time (Sumanto & Saharani, 2023). Another important factor is how students view their own abilities. Akbari and Sahibzada (2020) explain that a student's level of confidence is often tied to their self-perception. Encouraging students to reflect on their own progress can boost their confidence and help them take more ownership of their learning. This is especially important in EFL contexts where English is not commonly used outside the classroom, making informal speaking opportunities even more valuable.

Considering all of this, offering consistent, student-centered speaking activities outside regular class hours could be exactly what some students need to develop both skill and confidence. While many researchers have emphasized the connection between confidence and speaking success (Nety et al., 2020), fewer studies have explored what it's like for students to participate in these activities, particularly when they're voluntary and take place beyond the classroom. Paying attention to students' own reflections can help us better understand the emotional side of learning to speak a new language, something that isn't always captured in formal classroom assessments.

Therefore, this study explores the experiences of students who participated in twice-weekly, after-school speaking activity at SMP Negeri 21 Malang. It focuses on how students perceive the impact of regular, informal speaking sessions on their confidence, and what aspects of the activity make them feel more comfortable using English.

To guide this exploration, the following research questions were developed:

1. What are students' initial feelings and concerns about speaking English before participating in the after-school speaking activity?
2. How do students perceive the impact of regular speaking practice on their confidence in speaking English?
3. What features of the speaking activity help students feel more comfortable and willing to participate?

These questions aim to uncover how informal, student-led speaking opportunities shape not only students' ability to speak English, but also how they see themselves as language users.

2. RESEARCH METHODOLOGY

2.1. Research Design

This study uses a descriptive qualitative design, as the aim is to explore students' subjective experiences and perceptions related to their confidence in speaking English after participating in a regular after-school speaking activity. As Ary et al. (2010) explain, qualitative research is particularly suited for understanding how people make sense of their experiences in specific contexts. Since this study focuses on students' emotional and behavioral responses; a qualitative approach is considered most appropriate. The design chosen is survey-based case study, where data is

collected from a specific group of students involved in a particular program (the speaking activity), and the findings are analyzed to describe patterns, themes, and personal meanings.

2.2. Participants and Sampling

The participants in this study are students from SMP Negeri 21 Malang who were actively involved in the after-school speaking activity. These students were part of a selected group linked to the school's international program and were consistently present in the weekly speaking sessions facilitated by student-teachers from the English Language Teaching program. The sample was selected through purposive sampling, a technique often used in qualitative research to select individuals who are especially knowledgeable about or experienced with the phenomenon of interest (Ary et al., 2010).

2.3. Data Collection Techniques

To better understand how students felt about the speaking activity, we used a Google Form to collect their responses. The form included a mix of closed-ended and open-ended questions. The closed questions helped us get a general idea of their attitudes and how confident they felt, while the open-ended ones gave them space to share their thoughts and reflections in their own words.

The questions cover several aspects, including:

1. Initial feelings before joining the activity
2. Perceived changes in confidence
3. Reactions to feedback and correction
4. Comfort in turn-taking and the learning environment

The online format was chosen for ease of access and to give students space to respond freely without time pressure or fear of judgment.

2.4. Data Analysis Techniques

The data from open-ended responses was analyzed using thematic analysis, where responses were coded and categorized into key themes that emerged from students' answers. The process involved reading and re-reading the data to identify patterns related to emotional growth, shifts in confidence, and the influence of specific speaking activity elements (e.g., peer interaction, correction style, routine exposure). For the closed-ended questions, a basic descriptive summary was generated to present trends in the students' self-assessment of confidence levels before and after participating.

2.5. Research Design

To ensure the trustworthiness of the findings, several measures were taken. First, the questions were reviewed by a peer and a supervising lecturer to ensure clarity and relevance. Second, participant anonymity was guaranteed, and students were informed that their participation was voluntary and confidential. Although this research does not involve face-to-face interviews or recordings, ethical considerations remained a priority. Students' names were not collected, and their responses were stored securely. The purpose of the study was clearly communicated through the introduction section of the Google Form. Following Ary et al. (2010), ethical practice and participant protection are essential in research involving young learners, especially when exploring affective variables such as confidence.

2. FINDINGS AND DISCUSSION

3.1. Findings

The result of open-ended questions which were obtained from questionnaires attempted to describe students' point of view about their perspectives before and after implementing speaking activity, as well as some problems affecting their English speaking skills during speaking activity. Students who participate in this speaking activity session are given consideration, those whose English proficiency level is higher than that of their classmates and are passionate about the English Language. The researchers made the participants' names into student 1, student 2, student 3, and so on.

3.1.1. Research Question 1: What are students' initial feelings and concerns about speaking English before participating in the after-school speaking activity?

Two significant themes related to learners' English-speaking proficiency, both before and after the speaking activity, are presented in this phase of the study. It is shown in Table 1.

Table 1. Themes of Issues
Before Speaking Activity

Theme 1	Students' emotional state which contributed to their willingness to speak: nervousness, anxiety, and others' judgement.
Theme 2	Students who have already regularly practiced speaking become more confident.
After Speaking Activity	
Theme 1	Students' level of confidence was increasing because they speak more fluently.
Theme 2	Students' level of confidence was increasing because they can reduce anxiety about others' perception.

3.1.1.1. Before Speaking Activity

How did you feel about speaking English before joining this activity?

Theme 1. Students' feeling nervous to talk was contributed to their willingness to speak

One-third of the participants reported that they felt nervous while speaking. Some of them admitted that they were afraid of mispronunciation and lack of vocabulary mastery. Which could affect their willingness to speak. Here were their comments:

Student 2: *"I feel kind of nervous and not really confident even though I talk a lot with English to myself when alone." Maybe I'm afraid of mispronunciation, lack of confidence, lack of vocabulary, and sometimes my mind goes blank when talking in front of many people."*

Student 3: *"although i was already quite confident in speaking english before joining, i wasn't confident talking to strangers/someone i had just met. maybe because of my lisp, and the fact that I basically had just met these people."*

From that statement, it can be shown that Student 2 is feeling not confident because of his/her own struggle which might affect his/her performance in oral communication. Student 2 and student 3 are experiencing the same factor that contributes to their nervous feeling, that is external factors; speaking to new people which he/she has not recognized before. It shows that even though the students' are already habituated with English, it serves as a factor which hinders him/her from speaking more and experiencing anxiety. Even though they both have good English proficiency, they felt nervous when obliged to talk in front of many people while speaking. Student



3 also mentioned that wrong pronunciation and lack of vocabulary mastery contributed to his/her confidence while speaking.

Student 1: *"Just afraid someone will judge me, but everyone does anyway."*

Student 7: *"Sometimes I understand what other people are saying, but I don't know how to respond."*

Student 8: *"I am afraid of society's expectations and criticism. I am also afraid that my use of English sentences is not appropriate."*

Student 12: *"Nervous, overthinking, and afraid of going blank in the middle of speaking, because this usually happens to me. Blank, forgotten vocabulary, and afraid of being judged negatively."*

Student 2 and student 12 were facing the same thing, they both were afraid of losing focus while speaking which led them to not be able to communicate their overall messages and the fear of "going blank. Issues related to vocabulary mastery and lack of emerging ideas can impede the ability to respond to interlocutors which happen to student 7.

Another factor that contributed to students' willingness to speak is fear of negative social evaluation which affected student 1, 8, and 12 willingness to speak. Student 8 expresses his/her perspective in an explicit way which indicates that he/she feels a pressure to meet certain language standards. Meanwhile student 12 elaborates further on his/her emotional state by mentioning nervousness and overthinking which are all symptoms of performance anxiety.

Theme 2. Students who regularly practice speaking become more confident

Student 6: *"I have quite a decent grasp of the English Language so I felt confident with my ability."*

Student 7: *"Before I was in junior high school I had experience in speaking English, so I didn't have too much difficulty."*

Student 9: *"I feel confident, of course. because I'm basically passionate about talking in English. So that makes me feel confident to speak in English."*

Above mentioned students, those are students 6, 7, and 9 respond with positive correlation between their prior experience and consistent practice in speaking English. Student 6 mentions having a *"decent grasp"* of the language which translates into feeling confident. This explains that he/she has a solid language foundation which was built through regular use of English. Student 7 perceives this by referring to his/her early experience with speaking English before entering junior high school. The familiarity which developed through the earlier experiences appears to reduce difficulty while speaking. Student 9 adds another important element that is personal passion and enjoyment of speaking English. In this case, student 9 indicates having intrinsic motivation by doing frequent practice which in turn boost confidence.

3.1.1.2. After Speaking Activity

Do you feel more confident speaking English now? Why or why not? What changes (if any) did you feel in your confidence after joining several sessions?

Theme 1: Students' level of confidence was increasing as they spoke more fluently.

Student 3: *"yep, it has made me more confident in talking to strangers, and helped me smoothen the flow of my speaking." "i feel like i speak more fluently, i now talk in a flow that's not like "every 3 seconds i take some time to think of what i'm gonna say next while saying uhhhhh the whole time i'm doing it", i actually feel like i'm talking how someone who speaks english would."*

Student 3 expresses a notable increase in speaking confidence. Initially, he/she describes a common experience among language learners with frequent pauses and filler words which indicate a lack of fluency. However, the student notes clear improvement after participating in the speaking sessions. He/she now feels more fluent and natural, moreover mentioning feeling like they're speaking more like a native speaker which shows a significant increase in self-perception and confidence.

Student 8: *"Yes, because I learned more English. Word by word and sentence structure. I feel like I speak more fluently. I now talk in a flow that's not like "Yes, because I learned more intensively to speak English, so when I was asked to speak English I could do it straight away."*

Showing the same attitude, student 8 was claiming to have more fluency in speaking after joining the session. He/she also attributes this improvement to intensive learning, particularly focusing on vocabulary "word by word" and sentence structure. This indicates that a student's linguistic knowledge expands.

Theme 2: Students' level of confidence was increasing because they can reduce anxiety about others' perception.

Student 10: *"Yes! Because I realized There's lots of people that appreciate and listen to me when I speak english." "I feel more freely confident, I guess? Now I rarely get bothered when people start to look at me weirdly or something similar when I speak English."*

Different from previous students, student 10 was having a turning point in his/her confidence which came from the positive reinforcement of being listened to and appreciated by others. Student 10 realizes that people are attentive and supportive when he/she speaks English contributes to a stronger belief in a student's ability to communicate effectively.

Student 11: *"Yes, because I just feel my speaking skills are getting better than before." "Yes, it feels like the sentence is already made in my mind when i want to talk about it so i could just say it without taking a lot of time that will make me embarrassed later."*

Student 11 mentioned that when he/she wants to speak, the sentence is already formed in their mind which makes the student speak more fluently. Moreover, student 11 notes that this fluency helps him/her avoid taking too much time which is associated with feeling embarrassed. This shows that previously, slow speech may have made student 11 feel self-conscious. With better preparation, he/she feels more at ease and less worried about negative judgment.

3.1.2. Research Question 2: How do students perceive the impact of regular speaking practice on their confidence in speaking English?

What did you feel during the speaking sessions?

Student 2: *"I feel happy that i can speak english with someone and insecure at the same time because there's someone better at speaking english."*

Student 8: *"Because this is like an extra English learning session for me, I feel happy and helped by this session, I can improve my English speaking skills. Starting from how to use English sentences, and sentence structures through direct practice."*

Student 9: *"I feel more confident. because the teachers are fun, and they speak to us so casually. so I don't feel burdened and I can speak freely and not be scared to make any mistakes."*

Student 10: *"I enjoyed it when we talked together:))! Though, sometimes I'm still nervous over how I should talk or when I blank out and I can't answer like I wanted to."*

Based on the students' responses above, several students expressed enjoyment and appreciation for the opportunity to practice English in an interactive and supportive environment.



Student 8 saw the session as an additional learning opportunity that allowed him/her to improve the sentence arrangement and fluency through direct speaking practice. Similarly, Student 9 reported feeling more confident as a result of a kind and approachable teacher who created a calm environment which erased the fear of making errors.

Even though many students felt an enjoyable learning environment about the speaking sessions, some also faced emotional challenges. For example, Student 2 said they were happy to speak English with others but felt insecure when they noticed that some of their classmates were better at it. This shows that while the sessions were helpful, they also made some students more aware of their own skill level, which could lead to comparing themselves to others and feeling less confident. Student 10 felt the same way, she enjoyed talking in the group but still felt nervous sometimes, especially when they forgot what to say or could not express themselves the way she wanted to.

How did you feel about being corrected when you made a mistake?

Student 2: *"Maybe I feel kind of embarrassed because that kind of shows that my English skill still needs improvement."*

Student 5: *"I feel good, I know what's wrong and then I can fix it."*

Student 8: *"Happy, because I was told where my mistakes were and the correct English sentences."*

Student 9: *"embarrassed, of course. but usually, I made a note of my mistakes, so I won't make another mistake next time."*

Student 11: *"I feel good, in fact I really hope someone would correct my mistake so I could do better instead of just letting me wrong because they're afraid to hurt my feelings or something."*

The students' responses show that most of them had a positive attitude toward being corrected when they made mistakes during the speaking sessions. Rather than seeing correction as something negative, they viewed it as a helpful way to improve their English. For example, Student 5 and Student 8 said they felt good or happy when someone pointed out their mistakes because it helped them understand what went wrong and how to say things correctly. Student 11 even mentioned that they appreciated correction and would rather be told their mistakes than have others stay silent out of fear of hurting their feelings.

On the other hand, a few students, such as Student 2 and Student 9, admitted to feeling a bit embarrassed at first. Still, their responses suggest that the embarrassment didn't stop them from learning. Student 9, for instance, said they usually write down their mistakes so they can avoid making them again in the future. This shows that, even when students feel uncomfortable, they are still motivated to learn and grow from the feedback.

Did the speaking activity feel different from speaking in class?

Student 2: *"I think yea, because the range of topics is more wide than in the class, in class the topic is just around the lesson but in the speaking activity we can talk about more."*

Student 3: *"yeah, because in class, you're always reading off of like, a template, and it's always very monotone, like say for example : "hello my name is blablablah, i am from class blablablah, i am blablablah years old, i live at blablablah street, i have blablablah siblings, my hobby is blablablah, and my favorite food is blablablah", but in this speaking activity, I feel like we're in an actual conversation, we all take turns talking about stuff that doesn't sound like we're reading off a template."*

Student 8: *"Yes, because during this session I feel I can develop my English more through direct practice. Meanwhile, in class we are taught formulas that sometimes confuse me."*



Student 11: *"Yes, because i feel like i'm the same with the people in the speaking activity, they could speak English and would appreciate other people for it, which would not happening in class because there's some kids that couldn't even do basic english but just mock other people who could do English, why? because they got a Crab mentality."*

The students' responses show that they clearly felt the speaking activity was quite different from their usual classroom experience and enjoyable. One of the main differences they pointed out was that the speaking activity felt more natural and free, while classroom speaking tasks often felt limited and structured to a certain material. For instance, Student 2 mentioned that topics in class tend to stay close to the textbook, whereas in the speaking activity, they could talk about a wider range of topics that felt more relevant and interesting.

Student 3 described classroom speaking as repetitive which often follows the same patterns. In contrast, they said the speaking activity provides for more real conversation, where everyone could take turns sharing ideas more spontaneously and making the whole experience feel less forced and more like everyday communication. Student 8 conveyed this by saying that while classroom lessons sometimes focused too much on grammar rules or formulas (which could be confusing), the speaking activity gave them the chance to practice English directly and helped them improve through real use.

3.1.3. Research Question 3: What aspects of the speaking activity help students feel more comfortable and willing to participate?

What part of the speaking activity helped you the most?

Student 1: *"mostly friends and environment."*

Student 8: *"The most helpful thing I found was the learning environment and the teachers. No Judgment and patient teachers."*

Student 5: *"Topic, feedback, friends dll."*

Student 7: *"I like some topics and also friends."*

Student 11: *"The Topic and Friends, because the topic just gave me the direction for what I should I talk about or how I talk about it, and our friends will help us to break the ice so it could be more fun and natural when they're there."*

All of the four students mentioned above were mentioning friends as an important factor which helps their speaking skill during the session. Friends can be the source of comfort for students because they serve as active participants who help make the session more relaxed and natural. Students 1 and 8 were mentioning the learning environment, moreover student 8 explains the role of the learning environment and the teacher. This aligns with a safe and encouraging atmosphere where students feel secure enough to speak without fear of making mistakes.

Furthermore, three of them were mentioning the choice speaking topic. Student 11 explains how topics give them direction in speaking and help them organize their thoughts to focus their speech. When the topics are interesting or relatable, students are more likely to engage.

3.2. Discussion

Based on the data from the findings, then it comes to the discussion. This study shows that confidence plays a big role in helping students speak English better. Many students said they felt nervous before joining the speaking activity. They were afraid of making mistakes, using the wrong words, or being judged by others. For example, Student 2 said *"I feel kind of nervous and not really confident... Maybe I'm afraid of mispronunciation, lack of vocabulary, and sometimes my mind goes blank."* This shows that anxiety and low-self confidence were common at the beginning. Student 12 also shared, *"Nervous, overthinking, and afraid of going blank in the middle of speaking."* These

fears made the students become passive and only spoke a little. These problems are also found in past studies like Christie & Listyani, 2018; Nety et al., 2020. Riadil (2020) also said that students who feel anxious and are not confident in their English usually avoid speaking.

Another problem was the fear of being judged. Student 1 said, *"Just afraid someone will judge me, but everyone does anyway."* Students also said they were *"afraid of society's expectations and criticism."* Most of them worry that if they say something wrong, their friend will laugh at them or judge them. These examples show that negative thoughts and fear of social pressure made students hesitate to speak. However, the situation changed after they joined the speaking sessions. Many students said they felt more confident and fluent. Student 3 said, *"it has made me more confident in talking to strangers... I feel like I'm talking how someone who speaks English would."* This shows how the activity helped students speak more naturally and smoothly. The student also said, *"I speak more fluently. I now talk in a flow... because I learned more intensively to speak English."* This proves that regular practice helped them become better speakers. Akbari & Sahibzada (2020) have an idea that practicing often helps students speak more fluently and more naturally with fewer breaks.

Besides fluency, the activity also helped students feel better emotionally. Student 10 said, *"I realized there's lots of people that appreciate and listen to me when I speak english... I now rarely get bothered when people look at me weirdly."* This shows that support from others helped reduce their fear and made them feel more confident. It matches Sumanto & Saharani's (2023) idea that speaking in a friendly, low-pressure environment helps build confidence. The students also talked about how the speaking activity was different from speaking in class. Student 3 said, *"In class, you're always reading off a template.. but in this speaking activity, I feel like we're in an actual conversation."* Student 2 also noted that the topics were more fun and open: *"in the speaking activity we can talk about more."* This made them feel more excited and motivated.

Another important point is how the students felt about being corrected. Most students accepted corrections positively. For example, Student 5, *"I feel good, I know what's wrong and then I can fix it."* Student 11 even said, *"I really hope someone will correct my mistakes so I can do better."* Although a few students like Student 2 and Student 9 felt embarrassed at first, they still used the feedback to improve. Student 9 said, *"I made a note of my mistakes so I won't make another mistake next time."* Students also explained what helped them the most during the activity. Many said that the friendly environment and support from friends were the key. Student 1 said, *"mostly friends and environment,"* while other students added, *"no judgement and patient teachers."* This kind of safe and caring space made them comfortable speaking. This matches what Gani et al. (2015) said that students are more willing to speak when they feel safe and not afraid of making mistakes. The topic also helped. student 11 said, *"the topic just gave me direction for what i should talk about."*

From all the results, we can see that giving students a chance to speak freely in a supportive space really helps them grow. It helps not only their language skills but also their self-confidence. The activity was different from usual class time, it was more relaxed, fun, and full of practice. With kind feedback, friendly friends, and interesting topics, students could express themselves without fear. This agrees with Listyani & Kristie (2018), who said that kind and helpful feedback can make students feel more confident. This shows that informal speaking activities can make a big difference in students' confidence and speaking skills.

4. SUMMARY

This study investigates the way students view their own speaking abilities and confidence as they have grown as a result of taking part in an after-school speaking exercise. According to the

results, even though a lot of students felt anxious, afraid of making mistakes, and worried about being judged by their peers, those uncomfortable emotions were progressively increased with regular practice and enthusiastic learning environments. The majority of responders showed a strong internal will to get better, acknowledging that speaking is a basic component of English language proficiency. Students were able to interact meaningfully through the speaking exercise, which allowed speaking to happen more naturally and spontaneously rather than following demanding classroom guidelines. Although they still felt anxious in large groups, students recognized the long-term benefits of these experiences for their language development.

The significant correlation between perceived fluency and self-confidence is one of the study's main conclusions. Although the majority of students still struggled with speaking English, several reported feeling more confident as they practiced more and got used to the conversational flow. The atmosphere, which was marked by engaging subjects, peer support, and nonjudgmental feedback, was crucial in establishing an appropriate environment that promoted taking risks and decreasing the fear of making mistakes. This validates previous studies that highlight the significance of affective elements in language learning.

In final analysis, students came to the conclusion that without consistent, intentional work to increase language competency, confidence alone is insufficient. They emphasized the significance of actively looking for speaking engagements and regarded constructive criticism as a growth-promoting tool. In addition to serving as an atmosphere for language growth, the after-school program helped students transform their perceptions of themselves as proficient English speakers. According to these results, EFL learners' communicative ability and self-confidence are greatly enhanced by comfortable student-centered speaking chances.

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STUDENTS' PERSPECTIVES ON THE CAUSES AND EFFECTS OF THEIR DISRUPTIVE BEHAVIOR: A CASE STUDY

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Abstract: This study aims to explore students' perspectives on the causes and effects of their disruptive behavior, particularly in the EFL classroom. This study employed a qualitative approach within a case study design with observation and semi-structured interviews as the instruments. The participants included thirty-six eleventh-grade EFL students in one of the public high schools in Malang. The results showed that emotional and habitual triggers, teacher presence and authority, and peer influence contribute the disruptive behaviors in a classroom. The effect of these disruptive behaviors are the change of attitude of the teachers, which became strict and disciplined, and the environment of the class, which became noisy and interrupted the teaching and learning process.

Keywords: *Case Study, Disruptive Behavior, EFL*

1. INTRODUCTION

Disruptive behavior remains a significant challenge in many educational contexts, particularly in English as a Foreign Language (EFL) classrooms due to language barriers. To create a more comfortable environment and willingness to learn in a foreign language class, learning environments play a critical role in shaping students' academic and behavioral outcomes (Cayubit, 2022; Tusha et al., 2024). An ideal learning environment can build a supportive and conducive classroom that helps to minimize distractions and encourage students' cooperation throughout the learning process (Muis et al., 2025).

According to Scrivener (2012), classroom management refers to how a teacher organizes and controls classroom activities to support student learning, including giving instructions, managing interactions, setting rules, and handling student behavior. In a well-managed classroom, students tend to be more focused and have a higher attention span on the subject matter being taught. Learning in a conducive classroom helps students to stay engaged and enhance their academic and social achievements (Kausar et al., 2024; Sudharsono et al., 2024; Yousuf et al., 2023). Moreover, good classroom management also serves as a fundamental tool to maintain students' experiences, participation, and follow the rules (Carrion et al., 2018; Zhang, 2023), while poor classroom management can lead to students' confusion, inconsistency, and increased misbehavior (Gage et al., 2017; Li et al., 2018). A study by Yusoff & Mansor (2016) found that many teachers in religious schools in Selangor lacked formal educational training, particularly in classroom management, leaving them unprepared to address common student disruptive behaviors such as interrupting peers, repeatedly calling out to the teacher, ignoring instructions, using inappropriate language, mocking classmates, etc. However, the phenomenon of disruptive behavior may stem not only from poor classroom management, but also influenced by the overall classroom climate that surrounds students on a daily basis (Wilson et al., 2007).

Classroom climate refers to the overall emotional and social atmosphere of the classroom, shaped by teacher behaviour, peer interactions, classroom practices, and the consistency of expectations and discipline (Majumder & Beri, 2024). When disruptive behavior is often left

unaddressed, both students and teachers struggle to deliver the lessons smoothly and possibly reduce learning time. With this atmosphere, the learning session will be less effective, and create stress, disengagement, and other behavioral problems among students that lead to low academic performance (Sunday et al., 2022). In the EFL context, students often face emotional pressure such as language anxiety, fear of making mistakes, and self-consciousness during speaking tasks, especially in front of peers (Aini & Lubis, 2023; Anandari, 2019; Hulaifah & Sibuea, 2023; Nurilahi & Suhartono, 2022; Purwanti & Yeni, 2021; Que et al., 2024). These emotional pressures can cause behaviors such as withdrawal, avoidance, or even disruptive actions as a form of deflection or frustration (Azevedo et al., 2023; Purwanti & Yeni, 2021). This behavior may not be intended to harm others but rather reflect internal problems that are often linked to students' social and emotional challenges (Khasinah, 2017; Forsberg et al., 2021).

Disruptive behavior is generally defined as any actions that interfere with the teaching and learning process, including inattention, disobedience, noise, or impolite actions (Umar & Khair, 2022). According to Kagan et al. (2004) there are four types of disruptive students' behavior that are often referred to as ABCD: Aggression, Breaking rules, Confrontations, and Disengagement. Aggression refers to the acts that are intended to harm other students or teachers, either physically, psychologically, verbally abuse, or passive aggression, like refusing to follow the learning instructions. Breaking rules refers to showing disrespectful behavior or interfering with teachers or students in order to disturb the learning process, such as arriving late or not bringing the book to class. Confrontation refers to students' actions to challenge teachers' authority, either verbally or through actions, like showing disrespect, disobedience, and encouraging other students to do the same. It also occurs nonverbally, through reluctant cooperation by doing the opposite of what is requested. Disengagement is an act of solo disruption, which can be in many forms, including tuning out or doing a random activity.

Disruptive behavior in the classroom has negatively affected not only students but also concerns among teachers and the learning environment (Perle, 2016). Research shows that classrooms with frequent disruptions can reduce student engagement and lower student performance on achievement tests, which in turn negatively impacts overall learning outcomes and potentially leads to long-term consequences on academic success (Kessels & Heyder, 2020; Felver & Singh, 2020; Ghazi et al., 2013). Moreover, the consequences of disruptive behavior also affects teachers and the overall classroom environment. Teachers frequently report emotional exhaustion, stress, and burnout as a result of managing constant classroom disruptions (Shakespeare et al., 2018; Kanmani & Sujathamalini, 2022). The majority of teachers used ineffective punitive measures to manage classroom disruptive behaviors, which contributed to teacher frustration and did not effectively address the underlying issues of student misbehavior in the classroom (Yusoff & Mansor, 2014). According to Long and Clark (2022), punitive measures or punishment resulted in ineffective and reinforced negative behaviors and educational performance for students. Moreover, they damage student-teacher relationships and contribute to a discipline gap. Other studies indicated that punitive measures and harsh punishment may create unruly, boisterous and disordered classroom environment, cause disobedience and rebelliousness among certain students, reinforce student hostility and destructive behaviors, lead to negative outcomes including being dismissed by peers, academic failure, and further deterioration of antisocial behavior, and contribute to defiance and detachment, common misbehavior, and school violence. This highlights the importance of not only applying strategies to control behavior but also understanding the reasons behind students' actions in order to build a supportive and conducive learning environment. Bektiningsih et al. (2023) also showed that students' preferences are important to control disruptive behavior in the classroom, such as

understanding students characteristics, using group learning and games during the learning process to make students feel comfortable and less pressure. Disruptive behavior of students during classroom learning can be reduced if the teacher has an effective strategy and the strategy is in accordance with student preferences.

Most existing studies focus on the causes and impact of disruptive behavior in isolation. For instance, Forsberg et al. (2021) and Vongvilay et al. (2021) investigated the causes of disruptive behavior and emphasized the importance of student preferences in shaping a positive school climate to deal with the problem, but did not explore how these factors specifically trigger disruptive behavior. Wangdi and Namgyel (2022) highlighted the role of teachers' classroom management and physical seating arrangements in reducing disruptions, yet overlooked how such behavior personally impacts students or the broader classroom environment. Moreover, some studies have explored the causes and effects of disruptive behavior, but largely from the teachers' perspective. A study by Letuma & Zide (2024) examined teachers' perspectives on the cause of classroom disruptive behavior, while Thilagaratnam and Yamat (2021) and Nasution and Fithriani (2023) examined the negative impacts of student misbehavior to pre-service teachers and the strategies to manage disruptions, but did not include student perspectives on why they engage in such behavior.

Furthermore, research conducted in Indonesia on this issue remains limited, especially studies that examine both causes and effects. A study by Umar & Khair (2022) and Jati et al. (2019) showed there were several internal and external factors that caused students' disruptive behavior in Indonesian EFL high school students. Although the study was based on students' perspectives, it did not highlight the consequences on classmates and classroom dynamics. This gap highlights the need for a more holistic approach that centers on students' perceptions to comprehend their motivations and impacts of their actions. Some students may not fully recognize the impact of their behavior on others, leading to a disconnect between their perceptions and the consequences of their actions. To successfully manage classroom disruptive behavior and create a conducive learning environment, it is essential to comprehend not only its root causes but also how students themselves perceive and are affected by these behaviors. Teachers need to understand the reason behind the problem of the behavior first to manage students' misbehavior (Turanli, 1999). Therefore, this study aims to explore students' perspectives on the causes and effects of their disruptive behavior, particularly in the EFL classroom. The following research questions are:

1. What are the types of disruptive behavior that occur in the classroom?
2. How do students perceive the causes behind their disruptive behavior in the classroom?
3. What are the students' perspectives on the effect of their disruptive actions on their learning and the learning environment?

2. METHODOLOGY

2.1. Research Design

This study employed a qualitative approach within a case study design to explore EFL students' perspectives on the causes and effects of their disruptive behavior. Qualitative research focuses on gathering, analyzing, describing, and interpreting non-numerical data in order to gain insights into a phenomenon of interest. It emphasizes understanding the perspectives and meaning of individuals or groups related to their experiences within a specific social context (Creswell, 2020; Gay et al., 2012). A case study provides an investigation of a particular activity,



process, program, or circumstances of individuals or groups to gain a better understanding of the issues being studied (John & Timothy, 2021).

2.2. Participants

The participants of this study were thirty-six eleventh-grade English as a Foreign Language (EFL) students at one of the senior high schools in Malang. For the interview session, six participants were chosen using purposive sampling based on specific criteria. The participants of the interview session included three students who are considered the most disruptive in the classroom, and three others who were either neutral or had been affected by the disruptive classroom environment. Most disruptive here means the students did the disruptive behaviours repeatedly during the observation period.

2.3. Instruments

To collect the data, this study used two instruments, which were a classroom observation and a semi-structured interview. The researcher conducted classroom observation over a period of four weeks, focusing on the students who exhibited disruptive behavior during the learning process. This process aims to capture naturally disruptive behavior that occurred in the classroom. During the observation, the researcher acted as an external observer who did not intervene or manage student behavior to make the class more conducive. After conducting the observation, the researcher conducts semi-structured interviews to explore students' perceptions on the cause and effect of the student's disruptive behavior. The interviews were conducted in Bahasa Indonesia to encourage participants to express their thoughts freely and provide more in-depth, authentic responses.

2.4. Data Analysis

The researchers used thematic analysis to analyze the data, as outlined by Braun & Clarke (2006). Thematic analysis is the process of identifying patterns or themes within qualitative data. The purpose of this method is to uncover meaningful themes that answer research questions and reflect participants' perceptions. The analysis followed six phases. First, the researchers familiarize themselves with the data by reading and re-reading the transcripts and observation notes and listening to interview recordings multiple times to understand the entire dataset. Second, researchers began generating initial codes by organizing the data into small sets and taking notes from the interview transcripts. Third, researchers identify themes based on the patterns that reflect key aspects of students' perceptions on the cause and effect of disruptive behavior. Fourth, reviewing themes by marking any emerging ideas or confusion related to the data source, as well as discarding irrelevant or weakly supported ones. This allowed the researcher to identify both explicit statements and implicit beliefs. Fifth, defining themes based on Kagan's theory of disruptive behavior using the ABCD framework and connected to the research focus. Sixth, write a report that provides a detailed description of each theme, including a table or figure to the data, and discuss the broader implications of the findings, reviewing themes to ensure they include interview and observation data.

3. FINDINGS

To address the first research question, the researchers first identified and categorized the types of disruptive behavior observed in the classroom. These behaviors were grouped into four main categories using Kagan et al.'s (2004) typology: Aggression, Breaking Rules, Confrontation,

and Disengagement. The following table presents the types and patterns of disruptive behaviors observed during the classroom observation period.

Table 1. Observation Results

No.	Types of Disruption	Examples of Observed Behaviors
1	Breaking rules (17)	• Drawing on the ceramic wall with a whiteboard marker • Eating in class • Not collecting phones during a test • Cheating during the test • Changing clothes in class • Going out without permission • Borrowing things without permission • Making jokes during presentations • Making distracting noises • Whistling • Not wearing a hijab properly • Running in the classroom • Hammering wood in class • Sawing cardboard in class • Talking loudly off-topic • Laughing/disturbing friends during a discussion • Using a wireless earphone during class
2	Aggression (12)	• Hitting a friend's head • Pulling a friend's hair • Pulling a hijab • Joking aggressively • Pulling others' uniforms • Minor physical conflicts • Face push • Name-calling like "baldy" • Shoving/pushing others • Swearing • Giving "the finger" • Screaming/shouting
3	Confrontation (5)	• Catcalling to teacher • Refuse to sit during the class • Refuse to do the assignment • Refuse to participate in a discussion • Talking while the teacher is explaining
4	Disengagement (4)	• Sleeping in class • Playing with items • Wandering around during the discussion session • Playing handphone (playing games, live on Instagram, and making TikTok videos)

The findings reveal that thirty-eight various types of disruptive behavior were frequently observed during the four-week classroom observation. The most common type is breaking rules, which appears in seventeen acts of disruptive behavior, such as drawing on walls, eating in class, going out without permission, and using earphones during lessons, etc. The second type is physical aggression, which appears in twelve activities, such as hitting a friend's head, pulling hijabs, and pushing, was documented multiple times, along with verbal aggression like swearing, name-calling, shouting, etc. The third type is confrontational behavior, which appears in five activities, such as refusing to sit, complete assignments, or follow the teacher's instructions, also appears consistently, indicating resistance to authority. The last type is disengagement, which includes students sleeping, playing with personal items, or using phones for non-academic purposes. These behaviors point to a disruption in classroom norms and may also reflect underlying issues related to motivation, peer influence, or classroom management. While not every student engaged in all types of behavior, the observed patterns indicate that disruptive actions were common and took many different forms and levels of intensity.

Interviews with three students, TS, AL, and RV, who were identified as frequently engaging in disruptive behavior during English class, revealed several recurring patterns. Moreover, three neutral students, AB, AD, and P, are also being interviewed to obtain further details from different viewpoints. From their responses, three key themes were identified as key contributing factors to disruptive behavior, which are emotional and habitual triggers, teacher presence and authority, and peer influence. The following section presents an elaboration of each theme, supported by participants' statements.

3.1. Emotional and Habitual Triggers

Both students who tend to cause disruptions and neutral observers agreed that emotional states and habitual behavior play a significant role in disruptive actions. Students who admitted to being disruptive often did not see themselves as intentionally trying to disturb the class, but rather as responding to internal feelings they found difficult to manage. Boredom, tiredness, frustration, and stress were the most commonly mentioned emotions. One student, TS explained that tiredness increased the tendency to talk and joke during lessons.

I was feeling tired....really tired...so I let it out by chatting, joking around, and... yelling. (TS, disruptive).

For others, being disruptive had become their habits to disrupt their friends, especially when lessons felt repetitive or uninteresting. AL explained how boredom with repeated assignments triggered the behavior.

Yes... because it's a habit or bored... bored of doing assignments all the time. (AL, disruptive).

It's just their usual way of acting. (AB, neutral).

Even students who were generally quiet and did not cause disruptions recognized that some of their classmates were simply acting out of emotion or habit. AD, for example, suggested that noisy behavior might be a way for some students to deal with stress or find comfort.



In my opinion, their.... attitude is like that. For example, if they are silent, they think it feels odd. So, they might fill their energy by being noisy with their friends, maybe to express their feelings. (AD, neutral)

Other than that, RV also shared that he did not always notice when he was being too loud. For him, raising his voice was just part of how he communicated normally. It was not until others pointed it out that he realized he might be disturbing the class.

For me, it's just how I am, like... yeah, that's just how I am. If the yelling isn't like, wrong or anything, then I don't really feel it. I uh... I yell a lot... I dunno, I just talk and it comes out loud. Usually when someone tells me, then I realize it like, 'Hey, don't talk so loud.' 'Cause for me, I feel like my voice is already normal, like, low volume. (RV, disruptive).

These responses reveal that disruptive behavior is frequently based on personal emotional needs and inherent habits that students might not even fully recognize, rather than on rebellion or disrespect.

3.2. Teachers' Authority

Both groups emphasized the importance of teacher presence and authority in managing classroom behavior. Students who tend to cause disruptions noted that the presence of the main teacher, Mrs. TF, enforced more discipline due to her clear and firm rules.

With Mrs. TF, I sit straight because I'm afraid of being punished. (TS, disruptive)

AL also described a difference in how students behave depending on the teacher. When practicum (PPL) teachers were in the classroom, the mood became more relaxed and they had more freedom to talk and move around.

It does have an effect, like for example if the teacher is Mrs. TF... like, we kinda have to... be more disciplined, you know, but if it's with a PPL teacher, it's a bit more... relaxed and chill. (AL, disruptive)

Moreover, the neutral students observed this difference and described how PPL teachers tended to be more tolerant and less strict, which allowed students to disrupt their friends more easily

Umm... I think the presence of a teacher.... kinda affects, but not that much. Like, um... for example, those PPL teachers, just let things go, you know? Like, they didn't really do anything about it? But like, if it's a strict teacher or something like that, they don't really dare to act up. But still, there's always like... a chance to make noise. (P, neutral).

Uh... most of the time it probably wouldn't get that noisy. 'Cause Mrs. TF, even though like... she looks like, um... not the strict type, more like the chill type, but actually she's kinda firm, and she wants things to be orderly, you know? Like, if it gets noisy, Mrs. TF will be like, 'Alright, move!' Then she just changes the seating right away and stuff. (AD, disruptive).



These responses highlight how important teacher authority in the classroom, consistent enforcement of rules, and teacher responsiveness can strongly influence how students behave and maintain classroom order.

3.3. Peer Influence

Peer influence emerged as a strong factor that affects student behavior in both groups' accounts. Students who tend to cause disruptions described when all the loud students were seated in one area, the noise was contained. Once they were scattered around the room, the disruption spread more easily.

It depends, actually. Like, back then, the noisy kids were all sitting in one spot, right... so only that side was noisy, the rest weren't. But now, it's kinda spread out. So if one group starts being noisy... everyone else just follows along. Now it's like everywhere, so when someone's being noisy, the whole class ends up being noisy too. So yeah, it really does have a big impact, especially like, the way they interact with their friends, and who they hang out with, that definitely plays a role. (AD, neutral).

When one student starts to joke around, almost everyone joins in. It just spreads. (TS, disruptive).

Moreover, students described how friend groups and their seating mates played a big role in how behavior spread across the classroom. P mentioned that students who were used to being noisy together tended to act the same way regardless of the situation.

Well, for me... I think it kinda has to do with their social circle, too. Like, they're already used to hanging out like that, so whatever the situation is, like no matter what's going on... they'll just do whatever they want. So... yeah, it's like everything's just up to them. (P, neutral).

Moreover, based on the results of the interview, researchers discovered two effects of disruptive behavior. The first one is disturb the classroom climate and the learning process, but it depends on the situation and condition.

I think it disturbs me so much, especially during lesson. But sometimes I join them only when it's free time and the teacher isn't there. Depends on the situation. (AD, neutral)

Some students have admonished those who were noisy, but they usually become noisier and yell back at them or seem harsh on others. Some students are also tired of admonish them, so they report it to the teacher and let the teacher handle them. P and AD said in the interview,

Honestly, we already tell them to behave, but we can't do it anymore. It's because although we admonished them multiple times, it's still the same. So, we just let them be. Let the older admonish. (P, neutral)

Yes, because they're the type like if you try to pressure them, they push back even harder like, "Eh, Sir. Aldo!" like that, or "Eh, Ma'am. Aldo!" like that. Yeah... but it's like they meant it as a joke. (AD, neutral)

The second effect is, disruptive behavior affects how a teacher teach in the classroom. Sometimes, the senior or original teacher will be stricter when the students disrupt the class, even though there is still a chance to be noisy. However, the young teacher or practicum teacher (PPL) usually goes easy on them. P and AD mentioned in the interview,

I think it's.. um.. it's quite affects, but not that much. Like uh.. the teacher that.. like PPL teacher, they kinda go easy on them. But if it's a strict teacher, then students are less likely to act out. Though yeah, there's still a chance for some chaos. (P, neutral)

Our teacher, even though she, um... doesn't really look like the strict type, more like the chill type, but she's actually firm and really wants things to be orderly. Like, if the class gets noisy, Mrs. TF would be like, "Okay, move!" and she'd immediately change the seating arrangement or move others around. (AD, neutral)

4. DISCUSSION

The study found thirty-eight acts of disruptive behaviors categorized in four types, which are aggression, breaking rules, confrontation, and disengagement. Based on the interview data, three main factors were found to contribute to these behaviors: emotional and habitual triggers, the teacher's presence and authority, and peer influence.

Most students described their behavior as a reaction to how they were feeling, rather than a conscious decision to disturb others. Emotions such as tiredness, boredom, frustration, and stress often led them to talk, joke, or even shout during lessons (Wagner, 2022). While these actions were disruptive, they were not always meant to challenge the teacher. Instead, students saw them as ways to deal with discomfort or fatigue. Students did not even realize their actions were disruptive until someone pointed it out to them. Interestingly, even neutral students acknowledged that some classmates might act out simply to manage their feelings or avoid discomfort. It aligns with Sun & Shek (2012) who stated that when the students speaking quietly and doing unrelated tasks privately were not seen as serious problems because they only affected the student's own learning and did not bother others or disrupt the lesson. This reinforces the idea that disruptive behavior can serve as an emotional release or a way to "feel normal" in class, rather than being rooted in disrespect.

In addition to emotional triggers, habit also played a significant role. For some students, being noisy or disruptive had become part of their normal routine, especially when they felt uninterested in the lesson (Kaplan et al., 2002). This behavior was not necessarily directed at the teacher or the lesson, but was simply what they were used to doing. It was in line with Jati et al. (2019), who stated that it was the habit of the students to seek attention when they feel low motivation in learning and fatigue. The habits often go unnoticed by the students themselves, and without intervention, they may continue simply because they feel normal or familiar. From the perspective of other students, these behaviors were often understood rather than judged. Neutral peers recognized that some classmates were not trying to cause trouble, but were reacting to emotions they could not fully manage or behaviors they had developed over time. This gives discussion about disruptive behavior more depth by emphasizing that it is not always an indication of disrespect but rather of unfulfilled emotional or mental needs.

Additionally, students adjust their behavior depending on the teacher's presence and authority. When a more senior or original teacher is in charge, students tend to be more disciplined and less disruptive. In contrast, when practicum teachers (PPL) lead the class, students feel more relaxed and free to talk and move around because they are generally perceived as more tolerant, less strict, and sometimes ignored the disruptive behavior. This aligns with Forsberg et al. (2021),

stating that consistent teacher presence from an ordinary teacher can reduce disruptive behavior rather than when students with substitute teachers who they have just met several times. When any disruptive behavior occurred in the class during the observation, the original teachers will take immediate response, such as rearranging seats to prevent the disruptive behavior from getting worse in class. These responses highlight how important consistency in enforcing the rules in establishing the teacher's credibility and authority in the classroom. Students perceive the rules as fair and uniformly applied, they are more likely to respect those boundaries, thereby reducing instances of disruptive behavior (Hasanah et al., 2024; Nasution & Fithriani, 2023).

On the other hand, the lenient presence of PPL teachers allows students to cause disruptions. Based on the observations, PPL teachers were more likely to warn students who disrupted others or teacher, such as talking loudly, shouting, or walking around during the learning process; while disruptive behavior like sleeping or using phones during classes were considered as non problematic and ignored by teacher (as far it did not disturb teachers), as they simply affected one's own learning and did not disturbing other students' (Majani, 2020). These findings lined with Nguyen & Thi Tran (2024) show that novice teachers often chose to use passive strategies like ignoring disruptive behavior rather than actively address it. Lap et al. (2022) teachers may prioritise instructional delivery over classroom discipline, inadvertently allowing disruptive behaviours to persist.

Peer influence refers to the ways in which children affect each other's behavior, either by influencing others or being influenced themselves. Influence occurs when an individual behaves or thinks differently than they normally would, often as a result of interactions with friends and peers (Laursen, 2018). Based on both observation and interview data, peer influence was identified as a significant factor shaping student behavior. The findings reveal that disruptive behavior was more contained when loud students were seated together, whereas it tended to spread more easily when those students were scattered around the classroom. This aligns with the findings of Dishion et al. (1996), who noted that delinquent pairs were more likely to reinforce rule-breaking with laughter and less likely to engage in normative discussions, whereas non-delinquent pairs responded more positively to appropriate behavior and were less likely to support conversations involving rule-breaking. However, the students who were disrupted will admonish those students who act disruptively even though it did not work most of the time. Thus, they often ask the teacher for help to admonish or discipline the disruptive students. Furthermore, students highlighted that friendships and seating arrangements played a major role in how behaviors spread within the classroom as students who were close friends seated together could contain the noise in one area. This supports the findings of Wangdi et al. (2022), which demonstrated that implementing seating arrangements as an intervention strategy effectively reduced six common types of disruptive behaviors, with a significant decrease observed after the intervention.

5. CONCLUSION

In conclusion, the study discovered 38 disruptive behaviors categorized in four types, which are aggression, breaking rules, confrontation, and disengagement. The results showed three key themes identified as key contributing factors to disruptive behavior, which are emotional and habitual triggers, teacher presence and authority, and peer influence. These actions frequently develop as coping mechanisms or habitual behavior rather than being intentional acts of disobedience. The classroom disruptions also caused by lack of teacher's authority and presence which may lead to students disrespecting the teacher. Moreover, peer-group dynamics and seating arrangements affect others to allow disruptive behaviours to occur. Therefore, understanding the

voice and students' perceptions is essential to prevent disruptive behavior and create a good classroom environment.

This limitation of this study is involving a small number of interview participants which may not reflect the full diversity of student perception and the classroom dynamics. Therefore, future research is recommended to involve multiple data sources and adopt a mixed-methods design to gain a more comprehensive understanding of disruptive behavior in EFL classrooms.

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FRAMING ANALYSIS OF RADAR MALANG'S COVERAGE ON LAND RELOCATION NEWS

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Abstract: News is a written report or information about the latest events that are considered important or interesting. One of the common issues that appears in society is land relocation. This is an issue where people or institutions must move due to changes in land ownership or legal mandates that affect communities. In this issue, one of the local media outlets in Indonesia, Jawa Pos Radar Malang, constructs the framing of land relocation news involving SMAN 8 Malang and SMPN 4 Malang, two schools located on the land of Universitas Negeri Malang (UM). Using a critical reading approach with a journalism perspective, this research aims to examine how Jawa Pos Radar Malang reports on land relocation issues by determining the type of framing used in the reported news, in accordance with Robert Entman's theory of framing analysis, which include defining the problem, diagnosing causes, moral judgment, and suggesting solutions. From the results, it is evident that not all of the news covered the four framing aspects. Jawa Pos Radar Malang in News 1 indicates their support for the school party as the victim. News 2 shows UM's defense about the land relocation issue. While News 3 reflects a positive perspective rather than focus on the defensive judgement, the statement highlights empathy and solution. Therefore, with the balanced report, Radar Malang shows neutrality in framing the news based on the primary subject involved.

Keywords: *News, Framing, Jawa Pos Radar Malang, Land Relocation*

1. INTRODUCTION

News is a written report or information about the latest events that are considered important or interesting (Edgerly & Vraga, 2020). News outlets, such as newspapers, online news media, or TV, are important in society because they show and spread ideas that match what people think and care about (McQuail & Deuze, 2020). Therefore, news is not only defined by its content, but also by how the audience receives and categorizes it. McQuail & Deuze (2020) further explain that each media outlet contains a lot of issues and information from different regions, but they may present different opinions or ways of telling the story. One of the common issues that appears in society is land relocation. A process where individuals, institutions, organizations, or communities need to move from one location to another because of changes in land ownership or legal mandates. This issue often happens due to many factors, including development projects, environmental degradation, or natural disasters (Lambin et al., 2001).

The issue of SMAN 8 Malang and SMPN 4 Malang's land relocation began gaining public attention. The school uses land rented from Universitas Negeri Malang. By 2025, the rent is due, and the schools in that area are supposed to move. As a consequence, Universitas Negeri Malang decided not to extend the agreement. After that, Universitas Negeri Malang issued a letter on January 13th, 2025, that stated SMAN 8 Malang and SMPN 4 Malang must move on February 27th, 2025. This decision triggered the perception of the public, especially Malang citizens. Moreover, a petition was posted on social media on March 14th, 2025, and the signatures gained over 3,000

within ten days. Malang Mayor Wahyu Hidayat, an alumnus of SMAN 8 himself, promised to mediate between the Malang government and Universitas Negeri Malang to prevent relocation. Until May 2025, the discussions are still ongoing to find a solution that considers educational needs and community concerns. This news became trending and gained a lot of attention from many sides. The issue also spawned many new stories to inform about the latest developments of the issue.

Not only this issue gained a lot of attention from local citizens, local media such as Jawa Pos Radar Malang also participated in spreading the word about this issue. Jawa Pos Radar Malang is one of the local media outlets that cover news from the Malang Region. This media has been operating for 26 years since 1999. At first, this media only focused on newspapers, but lately they targeted a wider audience through online media, specifically using a website and a WhatsApp channel as a platform to share the latest and factual events that happen in Malang and the surrounding area. This media also serves several sections such as sport, national, international, economic & business, education, lifestyle, politics, crime, travel & culinary.

The media presented the news events within a frame. Radar Malang is not an exception. This type of media often presents the news with emphasis or exaggeration of a real event to make a specific point. In this case, they pick, link, and highlight the events. They do all this so that the public can easily understand what's important about the event and remember it (Hardiyanti, 2023). The media's framing frames reality through a construction process (Januardi et al, 2024). Sociologists Peter L. Berger and Thomas Luckman in 1966 introduced the Social Construction of Reality theory, which explains that our understanding of reality isn't just based on facts. Instead, our view of reality is shaped by our experience and how we interact with others in daily life. Just like how mass media formed a reality in the news, where the same event can be framed in different ways.

In this case, we use framing theory to analyze and compare several news reports about relocation issues of SMAN 8 Malang and SMPN 4 Malang on Universitas Negeri Malang's land in Jawa Pos Radar Malang media. The analysis will be based on Robert Entman's theory about framing. According to his journal article with the title *Framing: Toward Clarification of A Fractured Paradigm*, Entman (1993) defines framing as the process of selecting certain aspects of reality and making them stand out in a news story to guide how people see the issue. Framing theory shows how exactly frames are emphasized within and make it on a text to influence the perception of several people. In this context, framing analysis suggests how the text can change the perception of several people by involving communication and research as a tool.

Several scholars have researched the framing analysis of the news in national and local media. For instance, research done by Hardiyanti (2023) titled "Bullying is Never Ending: Construction of Reporting on Cases of Bullying in Schools (Framing Analysis on Local Mainstream Media)" studies the framing presented by Jawa Pos Radar Malang in their news about bullying in SMPN 16 Malang using Zhongdan Pan & Gerald M. Kosicki framing theory. Hardiyanti analyzed the syntax structure, script structure, thematic structure, and rhetorical structure from five news articles in Radar Malang that report the bullying case in SMPN 16 Malang. The research resulted in Radar Malang tending to take the side of the government. There is also a journal article titled "Framing Analysis on the News of Brigadir Putri Cikita in *TribunJatim.com*" by Januardi (2024) analyzing how *TribunJatim.com* creates a framing of the news about Brigadir Putri Cikita. This research focuses on how media construction impacts reality and the public's perception. This journal article uses Robert M. Entman's framing model and found that the framing guides the public's misperception; media *TribunJatim.com* shows its bias and strong influence for shaping the public's opinion and view. Moreover, there is a study titled "Robert Entman Framing Analysis of Prabowo Subianto's Image in *Republika.co.id* March-April 2019 Edition" by Launa (2020) that



focuses on how Republika constructs the political images and influences public perception, also creating voting behavior during the election period in 2019. Using Robert Entman's theory, this study tried to reveal Republika Online's framing of Prabowo Subianto's self-image and leadership image. Therefore, Republika Online used positive framing related to the self-image and leadership image of Prabowo Subianto. The framing also results in the ideology of Republika.id with Islamic and nationalist values, which is aimed at influencing middle and lower-class voters.

However, there is not yet research that studies the framing of land relocation issues of SMAN 8 Malang and SMPN 4 Malang on Universitas Negeri Malang's land in Jawa Pos Radar Malang news using Entman's framing analysis theory. Therefore, in this research, we aim to analyze how Jawa Pos Radar Malang presents the issue of land relocation by determining the type of framing they use in reporting the land relocation issues of SMAN 8 Malang and SMPN 4 Malang according to Entman's framing model.

2. METHOD

This study employs critical reading with a journalism perspective to analyze how Jawa Pos Radar Malang frames the issue of land relocation in its news reports. According to Van et al (2022), critical reading is the process when the readers not only read but also analyze, interpret, and think deeply about the text. Walz (2001) in his article, *Critical Reading and the Internet*, mentioned that sometimes, texts can hide their true message. News reports can sometimes seem neutral, but they could contain hidden meanings that are not so obvious since the journalists may choose certain framing based on their personal beliefs and values (Vu & Lynn, 2020). Thus, critical reading is suitable for this research because it helps reveal these hidden meanings and shows how the news might shape public opinion from the framing used in the news.

The four key elements in framing proposed by Robert Entman (1993), which include defining the problem, diagnosing causes, moral judgment, and suggesting solutions, are used to guide the analysis. The researchers will determine the framing of the news by looking at how the news defines the events, considers the cause or source of the problem, whether the news gives any moral judgment towards the parties involved, and whether it provides any solutions for the problem. By using this framing model, the researchers can identify how Jawa Pos Radar Malang presents the land relocation issue.

The researcher selected three news articles from the Jawa Pos Radar Malang website that cover the topic of the land relocation issue. The news that was selected are "SMAN 8 Malang Faces Potential Land Relocation Next Year," "UM Speaks Up on the News of SMAN 8 and SMPN 4 Malang Relocation," and "Mayor of Malang Confirms SMPN 4 and Two Elementary School Buildings Will Not Be Relocated". These articles were selected based on the consideration that they provide a broad representation of how Jawa Pos Radar Malang has covered the land relocation issue from the emergence of the issue until the solution given for the issue. Each article will be read carefully, looking for the words or quotes to determine the framing used by the journalists in Jawa Pos Radar Malang.

Table 1. Selected News

No.	Indonesian Title	English Title	Published Date	Author
1	SMAN 8 Malang Terancam Boyongan Tahun Depan	SMAN 8 Malang Faces Potential Land Relocation Next Year	March 15th, 2025	Fathoni Prakarsa Nanda
2	UM Angkat Suara terkait Kabar SMAN 8 Malang dan SMPN 4 Malang Boyongan	UM Speaks Up on the News of SMAN 8 and SMPN 4 Malang Relocation	March 19th, 2025	Alfath
3	Wali Kota Malang Pastikan SMPN 4 dan Dua Bangunan SD Tidak Direlokasi	Mayor of Malang Confirms SMPN 4 and Two Elementary School Buildings Will Not Be Relocated	May 23rd, 2025	Fathoni Prakarsa Nanda

3. FINDINGS AND DISCUSSIONS

According to Robert Entman, framing analysis is divided into four elements of news reporting:

3.1. Defining the Problem

By defining the problem, we analyze how the news represents the events. According to Entman (1993), defining the problem involves highlighting certain facts to emphasize the issue, its impact, and why it matters.

News 1 defines the problem by focusing on the emergence of the threat of relocation that SMAN 8 Malang is going to face due to the expiration of the land-rent agreement with Universitas Negeri Malang: “Bangunan SMAN 8 Kota Malang terancam direlokasi. Pihak sekolah mendapat surat imbauan agar mencari lahan pengganti setelah masa pinjam pakai habis pada 27 Februari 2026.” The narrative above clearly “defines the problem” because it identifies the main issue, which is the threat of land relocation that SMAN 8 is going to face. It contains what is happening (land relocation because the land rent is due on February 27th, 2026) and who is involved (SMAN 8 Malang). As the sentences are placed at the beginning of the news, they become the main focus of the news. It also explains the urgency of this issue because the author chose to write “terancam” or “threatened” in describing the issue, since there’s something important and at risk. Other words like “pinjam-pakai habis” give a signal that something needs immediate treatment. Other than that, News 1 also implies what it stakes if the issue happens by including the alumni protest, “Surat itu kemudian juga menyebar ke kalangan alumni SMAN 8 Malang dan memunculkan gerakan penolakan. Pihak alumni bahkan telah mengirimkan kepada Gubernur Jawa Timur pada 10 Maret lalu yang berisi dukungan agar SMAN 8 Malang tidak direlokasi”. It is included because it emphasizes the emotional and cultural impact if the school is relocated.

On the other hand, News 2 focuses on Universitas Negeri Malang’s explanation about the relocation land issue that happened at SMAN 8 Malang and SMPN 4 Malang, as the landowner. Mentioned in the first paragraph of the news, “Universitas Negeri Malang (UM) angkat suara terkait ramai kabar SMAN 8 Malang dan SMPN 4 Malang harus boyongan tahun depan. Sebagai pemilik lahan, kampus pendidikan itu membeberkan beberapa alasan.”, News 2 still identifies the main issue with providing keywords like “boyongan”, which is the potential land relocation that will

affect SMAN 8 Malang and SMPN 4 Malang. However, in this news, the one who is involved is Universitas Negeri Malang (UM) as the landowner, depicted in the phrase “sebagai pemilik lahan”. In this news, Jawa Pos Radar Malang provides UM’s explanation regarding this issue by providing the reasons why they sent the advice letter for the schools to relocate. As the party that has the most power in this issue (landowner), UM’s statements to clarify this issue are important to help the readers understand the institutional rationale behind the relocation plan. Meanwhile, News 3 didn’t define the problem because the news text only focuses on the solution, and the author assumes the reader already knows the problem from previous or other news.

3.2. Diagnosing Causes

Diagnosing causes analyzes the cause or source of a problem that emerges in the news report. According to Robert Entman’s framing theory, “diagnosing causes” aspect is when the news points out why this issue happens. The cause highlighted in News 1 is Universitas Negeri Malang policy to reclaim its land, as well as the administrative background behind the decision. “Sebab, bangunan SMAN 8 yang berlokasi di Jalan Veteran Nomor 37, Kelurahan Sumbersari, Kecamatan Lowokwaru, berdiri di atas lahan milik Universitas Negeri Malang (UM).” The narrative is included in the “diagnosing causes” aspect because it explains the reason SMAN 8 Malang is facing relocation. It shows from the sentence “Sebab, bangunan SMAN 8 yang berlokasi di Jalan Veteran Nomor 37, Kelurahan Sumbersari, Kecamatan Lowokwaru, berdiri di atas lahan milik Universitas Negeri Malang (UM).” So, it shows the cause of the issue, which is that the SMAN 8’s building is owned by Universitas Negeri Malang and the contract between them has ended, so the school must be relocated.

News 2 highlighted the reason why UM gives a notice to the schools that rent their land to relocate. It could be seen in the quote from an interview with the rector of Universitas Negeri Malang, Professor Haryono. According to him, UM has been more closely monitored since it became a state university with legal status, which is why UM is required to manage UM assets (including the land used by the schools) optimally. There is a narrative “Semenjak UM jadi PTN-BH, kami diawasi lebih ketat dalam pengelolaan aset, bahkan lewat Kementerian Keuangan,” imbuh Haryono.” It is included in the “diagnosing causes” aspect because it states the reason that “Semenjak UM jadi PTN-BH, kami diawasi lebih ketat dalam pengelolaan aset”, in this case, it means the cause of the relocation that happened on SMAN 8 Malang and SMPN 4 Malang from UM’s point of view was because the obligation to control its land better because of stricter asset rules. Then, News 3 didn’t inform the cause because they didn’t inform the problem.

3.3. Moral Judgement

Moral Judgement based on Robert Entman theory is an explicit or implicit judgement that defines who is the positive or negative party. In this case, the three chosen articles have different portraits of each party. News 1 gives the explicit value of judgement that shows empathy toward the party involved, specifically SMAN 8 Malang. For example: “Petisi itu bertajuk selamatkan ikon sejarah SMAN 8 Malang dari ancaman relokasi.” The narrative above portrayed SMAN 8 as a victim through its diction choice. The word “Selamatkan” (“save”) implies a threat that must be opposed, while “ikon sejarah” (“historical icon”) highlights the cultural value and school symbol. Those lexical choices show public sympathy, reinforcing the idea that SMAN 8 should remain at place.

News 2 has created an implicit moral judgment by serving a sentence that indicates UM isn't at fault for this land relocation issue because they just act depending on the rules made by the government. As stated in the article “Semenjak UM jadi PTN-BH, kami diawasi lebih ketat dalam pengelolaan aset, bahkan lewat Kementerian Keuangan.” The sentence above uses a neutral

diction based on the fact that UM action is a part of institutional obligation, not personal decision. The explanation included as “PTN-BH” (“university legal status”) and “diawasi lebih ketat” (“strict supervision”), implicitly defends UM by highlighting the legal aspect that UM is a law-abiding university.

News 3 implies a positive moral judgement toward the government, which is concerned about the school relocation issue. The evidence shows from the statement from mayor Wahyu Hidayat “Untuk murid atau wali murid tidak perlu risau, sementara tetap di situ (Jalan Veteran). Sebentar lagi juga ada penerimaan siswa baru, kami pastikan tidak akan terganggu, bisa berjalan normal”. This narrative expresses sympathy from the government towards the affected schools. The diction use such as “Untuk murid atau wali murid tidak perlu risau” (“Students and parents no need to worry”), “kami pastikan” (“we guarantee”), and “bisa berjalan normal” (“things will continue normally”) indicate the effort to reassure students and parents.

3.4. Suggesting Solutions

Suggesting solutions based on Robert Entman’s theory offers possible solutions from the news text to address the issue. News 1 doesn’t provide any solutions to overcome this issue because the news only focuses on explaining the problem and highlighting the public reaction to the issue.

News 2 states that UM, through discussion with other parties, came up with a solution for the schools to move to an area that doesn’t have any public schools yet, such as Kecamatan Blimbing and Lowokwaru. Important point of view appear in the news is “Salah satu solusi yang ditawarkan adalah dipindah ke daerah yang belum mempunyai SMA Negeri seperti di Kecamatan Blimbing dan Lowokwaru,” kata Hariyono.” The narrative above is included in “suggesting solution” because it presents an actionable alternative by Hariyono, the rector of Universitas Negeri Malang, that shows the solution given by him framed negatively by public with created a petition that signed by thousands of people about to stop the relocation of the schools, especially SMAN 8 Malang and SMPN 4 Malang.

Moreover, News 3 suggests a solution where the mayor, government, and UM should continue to communicate so that the schools will remain there. He also promised that the relocation would not occur anytime soon. As mentioned by the government “Sehingga, baik Pemkot dan UM tengah mengkaji opsi lainnya sebagai solusi penyelesaian.” “Kami akan kolaborasi bersama dengan UM, ini masih dirumuskan. Dari Pemkot, tentu bangunan SMP maupun SD harus tetap di sana,” tandas Wahyu.” The narrative above is included in “suggesting solution” because from the sentence “Kami akan kolaborasi bersama dengan UM” it clearly shows that the Universitas Negeri Malang and the Malang government are willing to work together to find the solution. Also, the phrase “Dari Pemkot, tentu bangunan SMP maupun SD harus tetap di sana” shows the proposed solution by the government that was framed positively and met with favorable reaction from the public. The analysis above shows that Jawa Pos Radar Malang presents the land relocation news from three different perspectives on the topic. News 1 focuses on the perspective of SMAN 8 Malang about their potential to relocate their land next year. News 2 focuses on how Universitas Negeri Malang responded to the land relocation issue. While News 3 focuses on the solution given by the Malang government.

Based on the analysis above, we found that the three selected news sources employ different frames. Framing that is used in News 1, “SMAN 8 Malang Faces Potential Land Relocation Next Year,” involves defining the problem, diagnosing causes, and making moral judgements. In defining the problem aspect, News 1 highlights that the main problem is the potential relocation of SMAN 8 because the land-use agreement is reaching the expiration date. By using strong words like

“terancam” and putting the issue at the very start of the article, the news wants the reader to feel that this is a serious problem that needs immediate treatment. For the diagnosing causes, the news clearly explains that the reason for the land relocation issue is that the land the school belongs to is Universitas Negeri Malang (UM), and the agreement will come to an end. Yet, the article does not focus on UM’s side. Instead, it focuses more on what SMAN 8 is losing, which makes the school look like a victim. Then, for the moral judgement part, News 1 give explicit value judgement by using emotional language like “Petisi itu bertajuk selamatkan ikon sejarah SMAN 8 dari ancaman relokasi”. This gives the message that relocating the school would be wrong, which tries to get the reader to feel sympathy towards the school. No solutions are given in this article, which makes the problem that arises feel more serious. Therefore, the framing used in News 1 is to gain favor for SMAN 8 as the indicated victim of this issue.

Framing that is used in News 2 “UM Speaks Up on the News of SMAN 8 and SMPN 4 Malang Relocation” contains 4 aspects: defining the problem, diagnosing causes, making moral judgements, and suggesting solutions. In defining the problem, emphasize the explanation of Universitas Negeri Malang as the landowner to know the reason for the land relocation issue that happened on SMAN 8 Malang and SMPN 4 Malang. As the main actor of this issue, the statement of Universitas Negeri Malang is important to give more credible information to the readers, so that the readers know what is the reason behind this land relocation plans. Then, for diagnosing causes, News 2 highlight from the quote of the interview with the rector of Universitas Negeri Malang, Hariyono, that explains since Universitas Negeri Malang became PTN-BH, the assets of UM including the lands that placed by SMAN 8 Malang and SMPN 4 Malang became monitored strictly. It means the cause of the relocation that happened on SMAN 8 Malang and SMPN 4 Malang from UM’s point of view was because of the obligation to control its land better because of stricter asset rules. Next, in moral judgement, there is explicit judgement from the statement of Hariyono from the interview with Jawa Pos Radar Malang that state “Semenjak UM jadi PTN-BH, kami diawasi lebih ketat dalam pengelolaan aset, bahkan lewat Kementerian Keuangan.” indicates that it is not entirely UM’s fault. That statement implicitly defends UM by highlighting the UM is an institute that is law-abiding by obeying the rules. Lastly, for Suggesting solutions, News 2 came up with the Universitas Negeri Malang, giving a solution to move the affected school to the land that there are no schools yet like in Kecamatan Blimbing and Lowokwaru area. However, this solution is framed negatively because the public’s response is negative and wants those schools to stay in that land. Thus, the News 2 indicates the Universitas Negeri Malang’s defense about the land relocation issue.

In this framing analysis, News 3 contains two framing models by Robert Entman. The first model is Moral Judgement, the statement “Untuk murid atau wali murid tidak perlu risau, sementara tetap di situ (Jalan Veteran). Sebentar lagi juga ada penerimaan siswa baru, kami pastikan tidak akan terganggu, bisa berjalan normal” focus toward government reassure for the affected party, especially parents and students. The perspective conveys a positive moral judgement toward this issue by emphasizing the real action from the government to manage the problem. Instead of blaming any specific party this statement reflects empathy and effort to fulfill responsibility from the local government by highlighting their commitment to preserving educational continuity. Furthermore News 3 indicate Suggesting Solution framing model as shown in the news through the statement “Kami akan kolaborasi bersama dengan UM”, and “Dari pemkot, tentu bangunan SMP maupun SD harus tetap di sana.” As seen in the narrative above, Mayor Wahyu Hidayat stated the short term solution which is ongoing collaboration with Universitas Negeri Malang. Rather than offering a defensive statement, it highlights the problem-solving process in a positive way. To sum up, News 3 reflects a positive perspective for both framing models, moral judgement and

suggesting solutions, rather than focus on the defensive judgement, the statement highlights empathy and solution.

4. CONCLUSION

Jawa Pos Radar Malang uses different frames in the making of the news for the land relocation issue that occurs in SMAN 8 Malang and SMPN 4 Malang. Their news reports about this issue showed several perspectives of the parties involved, which are the schools or the victim of the potential land relocation, Universitas Negeri Malang as the landowner, and the Malang Government. There are four models of framing according to Robert Entman, which are defining problems, diagnosing causes, moral judgment, and suggesting solutions. In the selected three news stories from Jawa Pos Radar Malang that cover this issue, not all employ the four models. The news titled “SMAN 8 Malang Faces Potential Land Relocation Next Year” only uses three models, which are defining problems, diagnosing causes, and moral judgment. Indicating that this news framing is to gain favor for SMAN 8 as the indicated victim of this issue. Meanwhile, a news article titled “Mayor of Malang Confirms SMPN 4 and Two Elementary School Buildings Will Not Be Relocated” only uses two of the framing models, such as giving moral judgment and suggesting solutions; it reflects a positive perspective for both framing models, moral judgement and suggesting solutions. “UM Speaks Up on the News of SMAN 8 and SMPN 4 Malang Relocation” is the only news article that employs all four framing models, indicating the Universitas Negeri Malang’s defense about the land relocation issue. This shows that Radar Malang provides balanced reports on the land relocation issue because they are on the neutral side by using different framing aspects depending on the narrative focus and the primary subject involved.

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FLIPBOOK MEDIA AS SUPPLEMENTARY WORKBOOK OF ENGLISH FOR NUSANTARA IN SMPN 11 MALANG

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Abstract: Flipbook is an interactive digital media that is popular and can be easily accessed anywhere. This media can be utilized to support English learning activities. This study aims to develop and apply the use of flipbook media to support the learning of 7th and 8th-grade students at SMPN 11 Malang. This study employs a research and development method based on the ADDIE model that combines quantitative and qualitative approaches. The quantitative approach is used by analyzing the result of a questionnaire given to the students and calculated with the Likert scale, while the qualitative method is taken by analyzing comments left by students, observation results, and interviews with the English teacher. The questionnaire used was a Google form containing six scaled-multiple-choice questions and one open-answer question distributed to five different classes. The questionnaire was filled by 43 respondents, with 29 respondents 7th grader students and 14 others were 8th grader students. The flipbooks developed were four media with three of them for 7th graders from different chapters and one media for 8th graders. After the analysis, it was found that the developed flipbook media was considered interesting, helpful, motivating, befitted to be the students' additional learning resources, and to be the supplementary books of English for the Nusantara course book. Therefore, it can be concluded that the flipbook media was successfully developed though further development and consistent use of flipbook media are needed for the development of teaching and learning activities at SMPN 11 Malang as well as further research.

Keywords: *Flipbook, Supplementary Workbook, English for Nusantara*

1. INTRODUCTION

Education is changing very quickly with the development of digital technology, especially in learning foreign languages such as English. This progress has shifted traditional learning, which previously relied only on printed textbooks, into more efficient and technology-based learning (Sakti, 2023). Digital learning media now come in many interactive forms that can be adjusted to students' needs and characteristics. One popular and accessible type is the flipbook, an interactive digital book that looks like a printed book but has the advantage of adding multimedia elements such as text, images, audio, video, and even animation. This medium not only makes learning materials more interesting, but also increases students' motivation and participation in the learning process. This is also in line with the opinion of Purnomo et al. (2024).

In the Indonesian education context, the government through the Ministry of Education, Culture, Research, and Technology (Kemdikbud Ristek) has developed the Merdeka Curriculum, which emphasizes flexible, student-centered learning and supports differentiated instruction (Riyazati et al., 2022). To support the implementation of this curriculum, a textbook entitled English for Nusantara was developed as the main textbook for English learning at the junior high school (SMP) level. This book is designed to provide students with English skills that are contextual, communicative, and relevant to their daily lives (Kemdikbud Ristek, 2022). However, in practice, classroom learning still faces challenges, such as limited content summaries, limited types of

exercises that do not cover all basic competencies, and differences in students' ability to understand the material. As a result, some students find it difficult to fully grasp the lessons if they only rely on the main textbook.

Because of this, there is a need for supporting learning media that can bridge students' gaps in understanding and allow for more flexible and deeper learning outside class hours. One promising option is using flipbooks as companion materials. Flipbooks strongly support independent learning because they can be accessed anytime and anywhere, and they also allow enrichment through various additional resources. Features such as interactive exercises, video explanations, illustrated glossaries, and pronunciation audio can help students improve their reading, listening, speaking, and writing skills in an integrated way (Tondang et al., 2024). In addition, as Wibowo et al. (2025) note, flipbooks also fit the needs of the digital generation, who are used to technology and engaging visuals in learning. When students are interested and actively engaged, they are more motivated to learn independently and continuously. Therefore, flipbooks are not only supporting tools but also a way to build independent learning and improve the overall quality of English learning. For this reason, it is important to study how effectively flipbooks can be used as companion books to English for Nusantara for Grade VII and VIII students at SMPN 11 Malang.

Previous studies have shown the effectiveness of flipbooks in supporting English learning. Flipbooks have been proven to increase motivation and improve writing skills in English (Firdaus & Hartatik, 2025) as well as help in learning Arabic vocabulary (Yulia & Ilmiani, 2024). Research by Fikriansyah et al. (2023) found that flipbooks can help students prepare to compete in the 21st century, with results showing that 35% of students reported their teachers relied only on PowerPoint presentations. Another study by Perdana et al. (2021) also found that flipbooks remain popular and suitable for biology learning at the senior high school level. A similar study, focusing on using Canva to develop interactive flipbooks for discussion text materials at the senior high school level, was conducted by Astuti et al. (2023). From these previous studies, the author concludes that the development and use of flipbook software as supplementary materials for English learning especially to complement the English for Nusantara textbook from the central ministry has not been widely studied. This article aims to address the learning challenges at SMPN 11 Malang by developing flipbook me.

2. METHODOLOGY

This research utilises the Research and Development approach aiming to develop an educational media in a form of digital flipbook that functions as supplementary workbook for "English for Nusantara" for grade VII and VIII students. This research was conducted in SMP Negeri 11 Malang, which is located in Ikan Piranha Atas Street No. 185, Malang City, East Java. This school is chosen because they use the "English for Nusantara" book as the main book in English learning, but they have not used supplementary or additional flipbook media due to teachers and students' lack of knowledge in its utilization and benefits.

The study was conducted from March to May 2025, with 43 students from grades VII and VIII across five classes being observed. The study used flipbooks developed as supplementary workbooks for English for Nusantara.

2.1. Research Procedure

This research involved several systematically designed stages, referring to the ADDIE Approach, which consists of five stages (Branch, 2009). The first stage was Analysis, where the researchers conducted initial observations and interviews with English teachers to identify

potential issues and problems as the basis for this development research. In the Design stage, the researcher began designing the theme, selecting colors, icons, and other attractive images or designs to decorate the flipbooks. Next, the researchers determined the chosen topic or material and conducted Development by composing flipbook media for seventh and eighth grade students. Following this, the Implementation stage was realized by distributing and implementing the use of the flipbook media that had been prepared as a companion book to English for Nusantara. Finally, in Evaluation, the researcher distributed a feedback questionnaire to gather responses and input from students and provided access to other seventh and eighth grade teachers for wider dissemination and utilization at SMPN 11 Malang.

2.2. Research Instrument

In the pre-research phase, initial observations were conducted to address problems encountered in classroom learning and interviews with English teachers. The following questions were asked: (1) Is it true that classroom learning focuses primarily on the use of the English for Nusantara textbook? (2) As a teacher, do you experience difficulties in developing additional teaching materials to address the limited availability of textbooks? (3) In your opinion, is the new supporting media needed to facilitate teacher preparation? (4) Considering the online learning plan for the 9th-grade exams, the researcher intends to develop a flipbook that students can easily access. What are your thoughts, and are these media familiar or have they been used before in this school?

After the development phase, which began with designing, compiling, and implementing the product, the researcher conducted an evaluation review by collecting student feedback on the flipbook. This was done using a student response questionnaire to measure student responses to the developed media, including aspects of ease of use, appeal, and benefits for learning. The questionnaire is in the form of a Google form containing six multiple-choice scaled questions and one open-ended question as follows.

Table 1. List of the Questionnaire's Questions and Answer Options

No.	Question	Answer
1	Were some of the fun time activities and exercises in the flipbook interesting?	1) Not Interesting; 2) Interesting; 3) Somewhat Interesting; 4) Very Interesting
2	What do you think of the cover and illustrations in the flipbook?	1) Not Interesting; 2) Interesting; 3) Somewhat Interesting; 4) Very Interesting
3	Did the summary of the material in the flipbook help you learn?	1) Not Interesting; 2) Interesting; 3) Somewhat Interesting; 4) Very Interesting
4	Did the enrichment exercises in the flipbook help you learn?	1) Not Interesting; 2) Interesting; 3) Somewhat Interesting; 4) Very Interesting

5	Did the content in the flipbook increase your learning motivation?	1) Not Interesting; 2) Interesting; 3) Somewhat Interesting; 4) Very Interesting
6	Does the content of this flipbook serve as a supplementary learning resource or better than your English for Nusantara textbook?	1) Not Interesting; 2) Interesting; 3) Somewhat Interesting; 4) Very Interesting
7	Do you have any criticisms, suggestions, or comments regarding this flip-book?	

2.3. Data Analysis Techniques

Data from observations and interviews were then collected and analyzed, allowing researchers to draw conclusions based on them. Meanwhile, the student questionnaire responses were analyzed by grouping and calculating the results using a Likert scale to assess the media's suitability based on the positive or negative responses from the students. The media's suitability criteria were determined based on a 4-point rating scale, ranging from "Not Suitable" to "Very Suitable," with the following percentage formula:

$$\text{Percentage of Sustainability} = \left(\frac{\text{Obtained Score}}{\text{Maximum Score}} \right) \times 100\%$$

The Likert scale calculation results were then interpreted based on the total score percentage as follows.

Table 2. Interpretation of Percentage of Appropriateness Results from Likert Scale Calculations

No.	Percentage of Appropriateness	Notes
1	0% – 25% = Not Appropriate	The results of the student questionnaire responses were dominated by answers worth (1) point.
2	26% – 50% = Quite Appropriate	The results of the student questionnaire responses were dominated by answers worth (2) points.
3	51% – 75% = Appropriate	The results of the student questionnaire responses were dominated by answers worth (3) points.
4	76% – 100% = Very Appropriate	The results of the student questionnaire responses were dominated by answers worth (4) points.

Furthermore, additional notes and comments left by students, as well as observational data collected by the author during the field trial, were compiled and used as evaluation material for future media improvement and development.

3. RESULT AND DISCUSSION

3.1. Analysis of Observation and Interview Results

The use of flipbook media in student learning in the classroom goes through several important considerations. One of the main reasons is the limited learning resources used in the classroom. Learning in the classroom is limited to the "English for Nusantara" textbook. Due to the use of a single learning resource that relies solely on English for Nusantara, without other learning media as a companion, students often feel bored and less interested in participating in the learning process. The burnout experienced by students causes them to lose focus and become distracted by the use of personal cellphones during learning. This reliance on textbooks can limit the variety of learning approaches and fail to accommodate students' diverse learning styles.

Based on observations at SMPN 11 Malang and interviews with teachers, there appears to be a lack of student interest in actively participating in the English learning process. This is also supported by a statement from one of the teachers who teaches English subjects in grades 7 and 8 at SMPN 11 Malang, who expressed concern about the low student involvement in learning activities. Students tend to be inactive, lack enthusiasm, and are also not interested in learning English. In addition, she also admitted that developing additional teaching materials presents its own challenges due to limited time and energy in designing attractive media and adjusting materials to meet the needs of various student characteristics. In addition, the majority of teachers believe that innovative learning media are needed to improve the quality of teaching and facilitate the learning process. Therefore, new media innovations are needed to overcome these limitations.

In this context, the researcher suggested making flipbooks as interactive and fun learning media for students. Teachers accepted the plan to use flipbook media as a learning tool, especially to support the online learning planned during the grade 9 exams. Flipbooks are the right choice because they are easily accessible anywhere and anytime, present material in an interesting and interactive way, and also encourage students to learn independently. Not only does it provide a clear and easy-to-understand summary of the material, but it is also equipped with practice questions, quizzes, interesting illustrations, and several elements that can increase student engagement in the learning process. Although this medium has never been used directly in schools, teachers believe that flipbooks have good potential for developing interactive and engaging learning experiences for students.

Overall, the results of these observations and interviews indicate that new ideas are necessary to enhance student engagement in learning. Flipbooks were chosen because of several advantages that researchers provide, such as being more interesting and interactive, as a motivation for students to learn using new and untried media, and their effectiveness, which allows flipbooks to be accessed anywhere and at any time. Not only that, this media can also help teachers to make learning fun and effective.

3.2. Flipbook Media Design and Development

After conducting observations and interviews with student teachers, the researcher found that there were needs and problems in learning English in the classroom, especially related to low student participation and a focus on the main English for Nusantara book. With this, the researcher began creating digital flipbook media as a companion to English for Nusantara. The first step in preparing this media is to identify the main material from the 7th and 8th-grade English for Nusantara books. The content of the main book is then summarized and developed in an interesting and easy-to-understand manner by incorporating pictures, practice questions, quizzes, and interactive activities. This media is also designed to increase students' interest in learning independently. The design of the flipbook media is made to meet the needs of students and is easily accessible through digital devices. During the flipbook development process, the researcher periodically discusses the results with the student teacher to ensure they align with the learning needs of students and the learning environment at school.

Here is the flipbook that has been developed, given to students, and applied to classroom learning.

1. Seventh Grade - Chapter 1: https://online.fliphtml5.com/UM_ELE_OFFR_A/tkaj/



Figure 1. Flipbook 1 (Seventh Grade - Chapter 1)

2. Seventh Grade - Chapter 3: https://online.fliphtml5.com/UM_ELE_OFFR_A/ezvy/



Figure 2. Flipbook 2 (Seventh Grade - Chapter 3)

3. Seventh Grade - Chapter 5: https://online.fliphtml5.com/UM_ELE_OFFR_A/nxku/

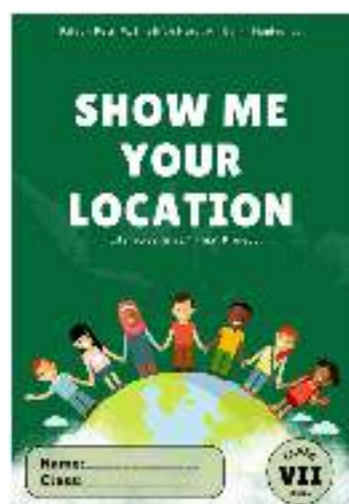


Figure 3. Flipbook 3 (Seventh Grade - Chapter 5)

4. Eighth Grade - Chapter 5: <https://online.fliphtml5.com/peldz/piyv/>

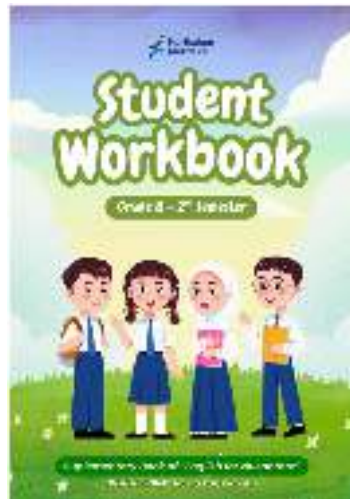


Figure 4. Flipbook 4 (Eighth Grade - Chapter 5)

3.3. Implementation of Flipbook Media

Once completed, the flipbook is tested on students as a companion to the main book during learning, especially in online settings. The teacher directs students to read a summary of the material, do practice questions, observe pictures, and also take interactive quizzes contained in the flipbook. In this process, students are not only reading and listening to the teacher but also actively involved in the learning process. This makes students feel less bored due to the monotonous and uninteresting nature of the learning. Students are encouraged to be more active during the learning process, making English learning enjoyable and easier to understand. During the learning process, the flipbook media received positive responses from the students, indicating that this medium can increase students' participation, understanding, and motivation to learn English. During the online learning period, flipbook allows students to access learning materials more freely, anytime and anywhere, with learning that feels more fun.



Figure 5. Providing Trial Access to Flipbooks for Students

3.4. Evaluation of Flipbook Media

3.4.1. Results of Seventh Grade Student Response Questionnaire

Referring to Table 1. List of Questionnaire Questions and Answer Options. The following is a report on the response results of seventh-grade students who were given a flipbook as a companion medium for their learning.

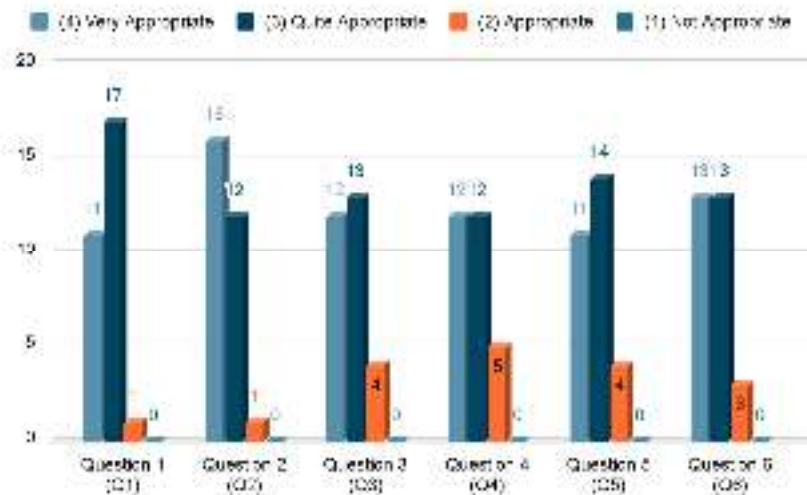


Figure 6. Diagram of Seventh Grade Student Responses

Based on the diagram above, it is known that Question 1 (Q1) which discusses the interest of grade VII students in fun time activities and other activities on the flipbook media that has been developed is dominated by the answer "Interesting" as many as 17 out of a total of 29 respondents, followed by the answer "Very Interesting" as many as 11 respondents, and 1 respondent who chose the answer "Quite Interesting". On the other hand, Question 2 (Q2), which discusses the interest of seventh-grade students in the images and illustrations in the flipbook media that have been developed, is dominated by the answer "Very Interesting" as many as 16 respondents, followed by "Interesting" with 12 respondents, and 1 respondent who chose the answer "Quite Interesting". From these two datasets, it can be concluded that the flipbook developed has succeeded in presenting an interesting learning medium for 7th-grade students.

The questionnaire data in the diagram shows that Question 3 (Q3) which discusses responses related to the summary of material that aims to help grade VII students learn in the flipbook media is dominated by the answer "Helps" as many as 14 respondents, followed by "Very Helpful" with 11 respondents, and 4 respondents who chose the answer "Quite Helpful". Question 4 (Q4), which discusses the responses of grade VII students to the enrichment question exercises contained in the flipbook media, was dominated by the answers "Very Helpful" and "Helpful" with 12 respondents each, while 5 other respondents chose the answer "Quite Helpful." From these two data, it is concluded that the flipbook media developed has succeeded in helping support the student learning process.

Then, in Question 5 (Q5), which discusses the level of motivation of seventh-grade students related to the content or content contained in the flipbook media, is dominated by the answer "Motivating" as many as 14 respondents, followed by "Very Motivating" with 11 respondents, and 4 respondents who chose the answer "Motivating Enough". This proves that the flipbook media developed has been quite successful in increasing student motivation for learning. Finally, in Question 6 (Q6), which discusses the content or content that can be an additional learning resource more than the English for Nusantara Package Book, the answers "Very Adding to Learning Resources" and "Adding to Learning Resources" were chosen by 13 respondents each, while 3

other respondents chose the answer "Quite Adding to Learning Resources". This demonstrates that, according to the researcher's objectives, the developed flipbook has successfully integrated learning resources and served as a companion to the main textbook for student learning.

Table 3. Likert Scale Calculation of Seventh Grade Student Questionnaire Responses

No.	Item	4 Points	3 Points	2 Points	1 Point	Total Points
1	Q1	11 × 4 = 44	17 × 3 = 51	1 × 2 = 2	0 × 1 = 0	97 out of 116 points
2	Q2	16 × 4 = 64	12 × 3 = 36	1 × 2 = 2	0 × 1 = 0	102 out of 116 points
3	Q3	12 × 4 = 48	13 × 3 = 39	4 × 2 = 8	0 × 1 = 0	95 out of 116 points
4	Q4	12 × 4 = 48	12 × 3 = 36	5 × 2 = 10	0 × 1 = 0	94 out of 116 points
5	Q5	11 × 4 = 44	14 × 3 = 42	4 × 2 = 8	0 × 1 = 0	94 out of 116 points
6	Q6	13 × 4 = 52	13 × 3 = 39	3 × 2 = 6	0 × 1 = 0	97 out of 116 points

$$\text{Percentage of Sustainability} = \left(\frac{579}{696} \right) \times 100\% = 83.19\%$$

Based on the above calculations and referring to Table 2. Interpreting the Percentage of Feasibility of the Likert Scale Calculation Results, it can be concluded that the grade 7 flipbook media developed is rated as "Very Feasible" for use as a companion to the English for Nusantara package book for students.

3.4.2. Results of Eighth Grade Student Response Questionnaire

Furthermore, by continuing to refer to Table 1. List of Questionnaire Questions and Answer Options. The following is a report on the response results of Class VIII students who were given a flipbook as a companion medium for their learning.

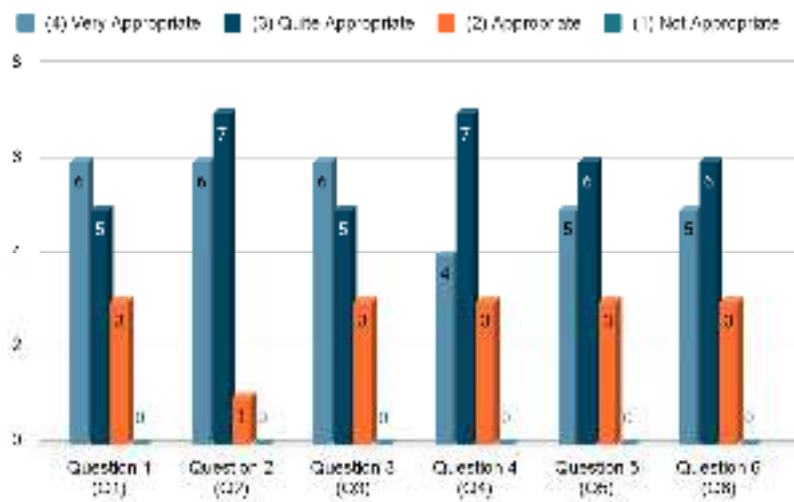


Figure 7. Diagram of Eighth Grade Student Responses

Based on the diagram above, it is known that Question 1 (Q1) which discusses the interest of grade VII students in fun time activities and other activities in the flipbook media that has been developed is dominated by the answer "Interesting" as many as 7 respondents, followed by "Very Interesting" as many as 5 respondents, and "Quite Interesting" as many as 2 respondents. On the other hand, Question 2 (Q2), which discusses the interest of seventh-grade students in the images and illustrations in the flipbook media that has been developed, is dominated by the answer "Interesting" as many as 8 respondents, then "Very Interesting" as many as 5 respondents, and "Quite Interesting" as many as 1 respondent. From these two data points, it can be concluded that

the flipbook developed successfully presents a learning medium that is attractive to 7th-grade students.

The questionnaire data in the diagram shows that Question 3 (Q3) which discusses responses related to the summary of material that aims to help grade VII students learn in the flipbook media is dominated by the answer "Interesting" as many as 7 respondents, followed by "Very Interesting" as many as 5 respondents, and "Quite Interesting" as many as 2 respondents. Question 4 (Q4), which discusses the responses of grade VII students to the enrichment question exercises contained in the flipbook media, was dominated by the answers "Interesting" as many as 7 respondents, followed by "Very Interesting" as many as 5 respondents, and "Quite Interesting" as many as 2 respondents. From these two data, it is concluded that the flipbook media developed has succeeded in helping support the student learning process.

Then, in Question 5 (Q5), which discusses the level of motivation of seventh-grade students related to the content or content contained in the flipbook media, is dominated by the answer "Motivating" as many as 7 respondents, followed by "Very Motivating" as many as 5 respondents, and "Quite Motivating" as many as 2 respondents. This proves that the flipbook media developed has been quite successful in increasing student motivation for learning. Finally, in Question 6 (Q6) which discusses the content or content that can be an additional source of learning more than the English for Nusantara textbook is dominated by the answer "Adding Learning Resources" as many as 7 respondents, followed by "Very Adding Learning Resources" as many as 5 respondents, and "Quite Adding Learning Resources" as many as 2 respondents. This demonstrates that, according to the researcher's objectives, the developed flipbook has successfully integrated learning resources and served as a companion to the main package book for student learning.

Table 4. Likert Scale Calculation of Eighth Grade Student Questionnaire Responses

No.	Item	4 Points	3 Points	2 Points	1 Point	Total Points
1	Q1	$6 \times 4 = 24$	$5 \times 3 = 15$	$3 \times 2 = 6$	$0 \times 1 = 0$	45 out of 56 points
2	Q2	$6 \times 4 = 24$	$7 \times 3 = 21$	$1 \times 2 = 2$	$0 \times 1 = 0$	47 out of 56 points
3	Q3	$6 \times 4 = 24$	$5 \times 3 = 15$	$3 \times 2 = 6$	$0 \times 1 = 0$	45 out of 56 points
4	Q4	$4 \times 4 = 16$	$7 \times 3 = 21$	$3 \times 2 = 6$	$0 \times 1 = 0$	43 out of 56 points
5	Q5	$5 \times 4 = 20$	$6 \times 3 = 18$	$3 \times 2 = 6$	$0 \times 1 = 0$	44 out of 56 points
6	Q6	$5 \times 4 = 20$	$6 \times 3 = 18$	$3 \times 2 = 6$	$0 \times 1 = 0$	44 out of 56 points

$$\text{Percentage of Sustainability} = \left(\frac{268}{336} \right) \times 100\% = 79.77\%$$

Based on the above calculations and referring to Table 2. Interpreting the Percentage of Feasibility of the Likert Scale Calculation Results, it can be concluded that the grade 7 flipbook media developed is rated as "Very Feasible" for use as a companion media to the English for Nusantara textbook for students.

3.4.3. Discussion of the Results of the Student Response Questionnaire for 7th Grades and 8th Grades

Based on the data obtained from the student response questionnaire to the flipbook media, which serves as a companion textbook to English for Nusantara for grades 7 and 8 at SMPN 11 Malang, the flipbook media received a very positive response across various aspects. Visually, this media is considered attractive and aesthetically pleasing by the majority of students; some students give an assessment of "very attractive" and "attractive" to the visual flipbook. This flipbook features a design that is highly attractive to students, including its cover, illustrations, and layout. This has the ability to capture students' attention and inspire them to participate in learning activities.

Comments such as "The flipbook is very good" and "The book is interesting and helps learning" show that the visual flipbook plays an important role in creating interest and strengthening students' understanding of the material. In terms of content, the flipbook presents material in the form of summaries and practice questions that can support students in understanding the learning. The flipbook summarizes the material from the main book, English for Nusantara, to provide a more concise, clear, and interactive presentation, making it easier for students to understand the lesson content. Most students revealed that the content of the flipbook is easy to understand and displayed in an interesting way.

The main strength of this flipbook is its interactivity. It features various components, including exercises, quizzes, and interactive activities, which can make learning more engaging and less monotonous. Students become more interested and directly involved in the learning process because this medium not only presents text but also activities that encourage student participation. Responses such as "the exercises are not boring" and "there should be more games to make it more exciting" demonstrate that interactive elements are crucial for increasing student enthusiasm for learning. Many students also feel more enthusiastic and motivated to learn English because the material in this media is fun and easy to understand.

Comments such as "flipbooks increase my enthusiasm for learning" and "make me want to learn more" demonstrate that this media has the ability to create a positive learning environment that helps students actively develop in class. Not only that, but flipbooks can also serve as an additional learning resource outside of the main English for Nusantara textbook. The majority of students said that flipbooks provide explanations that are easier to understand and are also equipped with comprehensive and interesting summaries. This allows students to study independently without relying on the presence of a teacher, in accordance with the principles of the Merdeka Curriculum, which emphasizes independence and flexibility in the learning process for students.

However, some suggestions from students need to be considered for developing flipbook media in the future, such as choosing more striking colors, adding more attractive designs, and providing more detailed material. These suggestions indicate students' desire for more varied and dynamic digital learning media. Therefore, this flipbook media can be further developed to incorporate more interactive aspects and also connected to digital platforms, such as Learning Management Systems (LMS). Based on the results of this study, it can be concluded that flipbook media is a feasible and effective complement to the main English for Nusantara textbook at the junior high school level. Not only does it enhance students' understanding and enthusiasm, but this media also offers an interactive and flexible learning method that aligns with modern learning needs today.

4. CONCLUSION

Based on the research results and the use of flipbook media in English learning, it can be concluded that this medium increases students' motivation, engagement in learning activities, and understanding of the materials in the English for Nusantara book. The flipbook was developed based on the principles of interactive and contextual learning, and the materials presented in the flipbook are delivered through attractive visuals, concise texts, and language that is easy for students to understand. The exercises were specifically developed to suit the learning needs of 7th- and 8th-grade students, enriched with supporting media such as images, videos, animations, and audio accessible through barcodes. The flipbook serves as an effective tool to enhance students' understanding of vocabulary, grammar, and listening skills. Moreover, students demonstrated a positive response to the use of the flipbook, which was reflected in the

improvement of their learning outcomes in English classes. The flipbook functions as an effective tool for delivering learning materials, presenting various engaging approaches to learning, and increasing students' interest in studying. Additionally, the developed flipbook was evaluated as "highly feasible" based on the assessment results. Thus, the flipbook can be used as an effective and innovative alternative learning medium to support the achievement of English learning objectives at the junior high school level.

This study focused on media development and small-scale trials, so the researcher acknowledges a limitation in the theoretical discussion, which was not fully comprehensive and detailed. Therefore, it is recommended for future researchers to conduct research and development with a broader scope and on a larger scale. In addition, future researchers are advised to make comparisons with other learning media in order to identify the strengths and weaknesses of each medium more objectively. Therefore, the results of future studies can enhance the understanding of the effectiveness of flipbook media in English learning and make a significant contribution to digital learning media innovation at the junior high school level.

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AUTONOMOUS VOCABULARY LEARNING IN AN INQUIRY- BASED ENGLISH CLASSROOM

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Abstract: Inquiry-Based Learning (IBL) supports student autonomy in English language learning, particularly in vocabulary development. This study aimed to examine the comparative effectiveness of IBL integrated with autonomous vocabulary learning through technology tools (Google Keep and online dictionaries) and non-technology tools (vocabulary journals and pocket dictionaries), in contrast with Problem-Based Learning (PBL) instruction that did not emphasize autonomy. The quasi-experimental research was conducted at SMP Unismuh Makassar (academic year 2023–2024) using purposive sampling. The experimental class was divided into two subgroups: Group I used IBL with technology integration, and Group II used IBL with non-technology tools. Group III, the control class, received PBL-based instruction without a specific focus on autonomous vocabulary development. Results showed that Group I achieved the highest vocabulary gains, followed by Group II and Group III. These findings suggest that integrating IBL with autonomous vocabulary learning—especially when combined with technology tools—is more effective for vocabulary acquisition than PBL. The study recommends that English teachers implement IBL with technology-supported autonomous vocabulary learning to enhance students' language outcomes.

Keywords: *Autonomous Vocabulary Learning; Problem-Based Learning; Inquiry-Based Learning*

1. INTRODUCTION

Vocabulary acquisition occupies a central position in the domain of second and foreign language learning, particularly in the context of English as a Foreign Language (EFL). A robust body of research has consistently demonstrated that vocabulary mastery directly correlates with overall language proficiency, thereby establishing it as a cornerstone of communicative competence. Rafique et al. (2023) underscore the strong correlation between vocabulary knowledge and comprehensive language ability, highlighting that learners with broader vocabularies tend to demonstrate stronger skills in reading and writing. Similarly, Li et al. (2024) connect receptive vocabulary levels with higher Common European Framework of Reference (CEFR) proficiency, illustrating that vocabulary serves not merely as a linguistic resource but also as an indicator of overall attainment in English.

The importance of vocabulary mastery is further evident across the four foundational language skills. Putri and Refnaldi (2020) affirm that vocabulary functions as the bedrock for listening, speaking, reading, and writing, with proficiency in these domains often rising in tandem with vocabulary size. Qunayeer (2021) provides empirical evidence through assessment data, showing that advanced learners consistently outperform their intermediate peers, primarily due to their broader lexical repertoires. These findings collectively highlight that vocabulary is not merely an ancillary component of language proficiency but a critical determinant of academic and communicative success. As a result, pedagogical models that emphasize vocabulary learning are central to effective EFL instruction.

Despite its significance, vocabulary instruction in many junior high school contexts remains largely teacher-directed and heavily reliant on traditional techniques such as rote memorization and word lists. While these methods can foster immediate recall of high-frequency words, they often lack depth, contextualization, and opportunities for learner engagement. Rahmani (2023)

observes that such structured approaches enable learners to quickly build word lists, which is helpful for time-constrained assessments. Benmoqadem and Koumachi (2024) add that translation-based vocabulary activities can mediate retention by providing measurable progress. However, as Nejad (2018) et al. argue, these methods often result in shallow learning, limiting learners' ability to apply vocabulary authentically in communicative situations. Odinkaya et al. (2021) further critique rote-based methods for their lack of motivational appeal, which can lead to learner disengagement. The inherent limitations of these practices underscore the urgent need for more dynamic, context-rich, and student-centered strategies.

Against this backdrop, learner autonomy emerges as a pivotal factor in effective vocabulary learning. Autonomy empowers learners to regulate their study habits, engage with materials actively, and develop personalized strategies for vocabulary retention. Fostering learner autonomy empowers students to continually learn and improve their vocabulary beyond classroom settings, making their language acquisition more sustainable and effective (Haddad, 2016). This aligns with Almusharraf's (2020) findings that autonomy contributes to both motivation and long-term retention. When embedded in instructional practices, learner autonomy transforms vocabulary acquisition from a teacher-imposed activity into a meaningful and self-sustained pursuit.

The rise of digital learning technologies has further expanded opportunities for learner autonomy in vocabulary acquisition. Mobile-assisted language learning (MALL) platforms, such as Duolingo, offer personalized and adaptive environments that facilitate continuous vocabulary engagement. Online games provide an engaging and interactive digital context where students are exposed to new vocabulary directly and indirectly through game dialogues, tutorials, missions, and provide meaningful exposure to vocabulary in an enjoyable format (Aulia et al., 2024). Similarly, Nabilah (2021) reports that educational games create interactive contexts that deepen vocabulary retention by fostering meaningful learner participation. This aligns with findings from Rahmawati et al. (2022), who demonstrate that digital flashcards significantly outperform traditional methods in promoting vocabulary retention, and from Kuzu and Kuvvetli (2023), who emphasize the effectiveness of digital games in fostering contextual application of vocabulary. Yet, as Korlu and Mede (2018) caution, non-digital approaches such as vocabulary journals also remain valuable, particularly in low-resource contexts. This raises important questions about how digital and non-digital tools might be integrated within a coherent pedagogical framework.

One such framework is Inquiry-Based Learning (IBL), a constructivist and experiential model that encourages learners to explore, question, and reflect on language within authentic contexts. As Sam (2024) explains, IBL engages learners in structured phases of inquiry—questioning, exploration, presentation, and reflection—that support both knowledge construction and skill development. Within the realm of vocabulary learning, IBL provides opportunities for students to move beyond rote memorization by applying words in meaningful, problem-solving contexts. Kasuba et al. (2023) note that the inquiry-based learning (IBL) approach increases motivation and promotes self-directed engagement among students, while Cabrera-Solano et al. (2019) emphasize its role in cultivating metacognitive strategies that enhance vocabulary retention. Bui et al. (2023) extend this argument through studies on augmented reality, showing that inquiry-driven, game-based approaches lead to deeper engagement and improved outcomes. Collectively, these studies point to IBL's potential in addressing the shortcomings of traditional vocabulary instruction.

Comparative studies on digital versus non-digital tools within IBL contexts further reinforce the value of tool-mediated autonomy. Babazade (2024) demonstrates how gamified digital platforms provide real-time feedback and encourage exploration, while Rahmawati et al. (2022) highlight the superior retention effects of digital flashcards. Conversely, Nayan and Rawian (2022)

and Madya et al. (2019) demonstrate that journals and printed dictionaries remain effective in environments with limited technological access, facilitating reflective and deliberate engagement. The modest differences in outcomes between these approaches suggest that while digital tools may enhance immediacy and interactivity, non-digital methods can still support autonomy when appropriately scaffolded. This duality is particularly relevant in the Indonesian context, where disparities in access to technology necessitate the development of adaptable instructional models.

Although both IBL and learner autonomy have been extensively studied in EFL contexts, their integration has received limited empirical attention. Al-Khasawneh et al. (2024) argue that IBL fosters deeper vocabulary engagement by situating word learning within authentic, inquiry-driven tasks. At the same time, their study also underscores the independent value of learner autonomy in sustaining long-term vocabulary practices. Yet, research has rarely investigated whether embedding autonomy systematically into IBL produces synergistic effects that surpass the outcomes of either approach when used in isolation. Moreover, the comparative impacts of technology-mediated and non-technology-mediated autonomy within IBL remain underexplored, leaving a gap in both theory and practice.

The present study seeks to address this gap by investigating the integration of autonomous vocabulary learning into IBL, with a specific focus on comparing technology-supported and non-technology-supported strategies. Grounded in constructivist learning theory and informed by principles of autonomy and self-directed learning, the study hypothesizes that embedding autonomy into IBL will enhance vocabulary acquisition more effectively than Problem-Based Learning (PBL) without autonomy. More specifically, it aims to test two hypotheses: (1) students taught using IBL integrated with technology-supported autonomy will achieve significantly higher vocabulary gains than those taught through PBL, and (2) students taught using IBL integrated with non-technology-supported autonomy will also outperform their PBL counterparts. In addressing these questions, the study contributes to ongoing debates about the role of autonomy, technology, and inquiry in EFL pedagogy.

The novelty of this study lies in its systematic integration of learner autonomy into the IBL framework, its comparative analysis of digital and non-digital tools, and its empirical focus on junior high school learners in the Indonesian EFL context. By doing so, it not only extends theoretical discussions about constructivism and autonomy but also offers practical insights for educators and policymakers. The study's findings are expected to inform curriculum development, teacher training, and classroom practice, demonstrating that fostering autonomous, inquiry-driven vocabulary learning is not only pedagogically sound but also contextually feasible. Ultimately, this research underscores the transformative potential of aligning autonomy and inquiry within vocabulary instruction to cultivate learners who are not only linguistically proficient but also self-regulated, motivated, and prepared for lifelong learning in a digital age.

2. METHODOLOGY

2.1. Research Design

This study adopted a quasi-experimental design to evaluate the effects of integrating autonomous vocabulary learning within an Inquiry-Based Learning (IBL) framework compared to Problem-Based Learning (PBL) without autonomy support. Quasi-experimental approaches are widely employed in educational contexts where random assignment is impractical or ethically challenging, allowing researchers to investigate real-world classrooms while maintaining methodological rigor. Gao and Duan (2024) emphasize that although quasi-experiments may lack



randomization, the use of statistical controls and careful matching of participants can mitigate confounding variables, thereby strengthening causal inference.

In this study, pretests and posttests were administered to establish a baseline of knowledge and measure learning gains across groups. Such pre-post structures are recommended in second language acquisition (SLA) research because they allow for both within-group and between-group comparisons. The three instructional conditions were:

Group I: IBL with technology-supported autonomous vocabulary learning.

Group II: IBL with non-technology-supported autonomous vocabulary learning.

Group III (Control): PBL without explicit autonomy support.

By comparing these conditions, the study was designed to assess not only the relative effectiveness of IBL versus PBL but also the impact of tool type (digital vs. non-digital) on vocabulary acquisition.

2.2. Participants

The participants were 52 junior high school students from SMP Unismuh Makassar, recruited during the 2023–2024 academic year. Purposive sampling was used. The groups were formed based on intact classes, as follows: Group I (n=12), Group II (n=15), and Group III (n=25). While the sample size was modest, the inclusion of pretest measures helped ensure that baseline differences were accounted for during analysis.

2.3. Procedures

The study was conducted over six instructional sessions. All groups received pretests before the intervention and posttests after completion, ensuring comparability.

Group I (IBL + Technology Tools): Students were instructed to identify three new vocabulary words daily from their reading activities. They used Google Keep to log the words, looked up meanings using online dictionaries, categorized the parts of speech, and constructed original sentences. This process was repeated five times per week.

Group II (IBL + Non-Technology Tools): Students followed the same structure as Group I but used vocabulary journals and pocket dictionaries instead of digital tools. The task required consistent tracking and application of words in context.

Group III (PBL Control): Students participated in PBL-based instruction, which emphasized collaborative problem-solving in English but did not require autonomous vocabulary tracking or reflection.

2.4. Data Analysis

The analysis relied on descriptive statistics and gain score calculations, enabling comparisons both within and between groups. Gain scores were computed as the difference between pretest and posttest performance, adjusted against control group outcomes.

Replication Potential

This methodology is replicable in similar EFL junior high school contexts, provided key conditions are maintained. These include the use of IBL as the instructional model, daily vocabulary tracking tasks requiring identification, categorization, and sentence application, and the integration of either digital or non-digital tools. The six-session timeline, combined with a pretest-posttest design, provides a manageable yet informative structure for evaluating outcomes.

3. RESULTS AND DISCUSSION

The study collected pretest and posttest data from three groups of junior high school students: Group I (IBL with technology-supported autonomous vocabulary learning), Group II (IBL with non-technology-supported autonomy), and Group III (PBL without explicit autonomy support). The main objective of this section is to present descriptive statistics and highlight trends in vocabulary achievement across the groups.

Table 1 summarizes the mean pretest and posttest scores as well as gain scores for each group:

Table 1. Pretest, Posttest, and Gain Scores by Group

Group	Treatment Description	N	Pretest Mean	Posttest Mean	Gain Score
I	IBL with Technology (Google Keep, Online Dictionary)	2	42	77	35
II	IBL with Non-Technology (Vocabulary Journals, Pocket Dictionary)	5	45	75	30
III	PBL without Autonomous Vocabulary Learning	5	58	61	3

The results demonstrate that both IBL-based groups achieved substantial gains in vocabulary compared to the PBL group. Group I improved from a mean pretest score of 42 to a posttest score of 77, yielding a gain score of 35. Group II showed a similar trajectory, rising from 45 to 75, with a 30-point gain. In contrast, Group III showed negligible improvement, increasing only from 58 to 61, with a gain score of 3.

These results are consistent with trends documented in other EFL intervention studies employing pretest–posttest designs. Kanoksilapatham and Khamkhien (2019) found that students in CLIL contexts significantly improved vocabulary acquisition after targeted interventions. Similarly, Enayati and Gilakjani (2020) demonstrated that CALL-based learners outperformed peers in conventional classrooms, reflecting the potential of innovative instructional methods to drive vocabulary growth. Patra et al. (2022) confirmed these findings in a study on digital game-based learning, reporting substantial improvements in vocabulary through the use of interactive technologies.

To determine the relative effectiveness of the interventions, gain score comparisons were calculated using pretest–posttest differences adjusted against control group performance.

- Group I: $(\text{Posttest} - \text{Pretest}) - (\text{Control Gain}) = (77 - 42) - (61 - 58) = 35 - 3 = 32$
- Group II: $(75 - 45) - (61 - 58) = 30 - 3 = 27$

The analysis shows that both experimental groups substantially outperformed the control group, with Group I (technology-supported IBL) achieving the highest gain. This suggests that embedding autonomy within IBL is significantly more effective than PBL alone, and that digital tools provide a modest advantage over traditional non-digital methods.

The observed results align with findings in recent SLA research. Learners who utilized digital supports demonstrated faster recall and stronger long-term retention, as evidenced by studies on digital flashcards (Rahmawati et al., 2022) and gamified platforms (Kazu and Kuvvetli, 2023). However, the performance of Group II highlights that even without digital technologies, structured inquiry combined with autonomy can yield notable outcomes, reinforcing the value of low-tech approaches in resource-limited contexts (Korlu & Mede, 2018).

The consistent advantage of Group I over Group II also raises questions about the role of immediacy, interactivity, and personalization in learning tools. As Boroughani et al. (2023) highlight, mobile-assisted vocabulary learning fosters self-regulatory behaviors by allowing learners to set goals and monitor progress. Such features may explain why students in Group I, despite lower baseline scores, achieved greater gains than those in Group II.

The results of this study strongly support the hypotheses. Students in IBL classrooms with embedded autonomy achieved significantly higher vocabulary gains than those in PBL classrooms without autonomy. The integration of technology provided additional benefits, though non-technology approaches also proved effective. The observed trends align with broader EFL research, which emphasizes the role of autonomy in enhancing vocabulary acquisition. The findings provide empirical evidence that combining inquiry and autonomy offers a replicable model for vocabulary instruction in junior high school EFL contexts.

4. DISCUSSION

The findings of this study provide strong empirical evidence that integrating autonomous vocabulary learning into Inquiry-Based Learning (IBL) significantly enhances vocabulary acquisition in junior high school English as a Foreign Language (EFL) contexts. Both technology-supported and non-technology-supported IBL conditions produced substantial vocabulary gains compared to Problem-Based Learning (PBL) without autonomy support. These results align with the hypotheses, confirming that autonomy embedded in inquiry-based instruction offers a more effective pathway for vocabulary development than teacher-centered or problem-based approaches that lack autonomy structures.

The gain scores indicate that while both experimental groups benefitted from the integration of autonomy, Group I, which utilized digital tools such as Google Keep and online dictionaries, achieved slightly higher vocabulary improvements than Group II, which employed vocabulary journals and pocket dictionaries. This modest but meaningful difference suggests that digital tools amplify the benefits of autonomy by providing immediacy, interactivity, and personalization. This observation supports prior studies by Rahmawati et al. (2022) and Kazu and Kuvvetli (2023), who found that gamified and digital flashcard approaches led to stronger retention compared to traditional methods.

At the same time, the effectiveness of Group II demonstrates that non-digital approaches remain valuable, particularly in low-resource contexts. Journals and dictionaries foster reflective learning habits that promote vocabulary retention, aligning with earlier research by Korlu & Mede (2018). This underscores that the value of autonomy lies not solely in the medium but in the structured opportunities for learners to engage with vocabulary meaningfully and independently.

Despite these promising outcomes, implementing IBL and learner autonomy in EFL classrooms presents challenges. Time constraints are a persistent limitation. As Wiraningsih dan Santosa (2020) noted, the demands of covering mandated curriculum content often leave little space for extended inquiry-based activities. This limitation was evident in the present study, where only six instructional sessions were allocated, potentially restricting the depth of inquiry and long-term vocabulary engagement.

Variability in learner proficiency also emerged as a key factor shaping outcomes. Students in Group III began with higher baseline scores but showed minimal improvement, echoing Linh and Yen, (2022) observation that proficiency differences influence participation in IBL. Learners with lower proficiency may benefit more from structured autonomy because it provides scaffolding for systematic practice, while higher-proficiency learners may require more advanced tasks to sustain progress.

Resistance to autonomy can also hinder success. Dewi and Wilany (2023) highlighted that students accustomed to teacher-led models often lack confidence in managing their learning independently. Although students in Groups I and II eventually adapted to autonomy, initial hesitation was observed, suggesting that fostering autonomy requires gradual introduction and sustained encouragement. Teacher training and support are critical in this process. Halim et al.



(2023) argue that without adequate preparation, teachers may struggle to facilitate autonomy effectively, defaulting to traditional roles.

A central contribution of this study lies in its comparative exploration of digital versus non-digital supports within IBL. While both were effective, digital tools demonstrated advantages in immediacy, interactivity, and personalization, which align with contemporary recommendations for technology integration in EFL.

Interactive digital tools can be leveraged not merely for content delivery but also for collaboration and engagement. Dobao (2014) stresses that digital tools or collaborative apps can enhance vocabulary retention and Usage. Personalization further enhances autonomy, as Cabrera-Solano et al. (2019) suggest by allowing learners to select vocabulary relevant to their interests. This echoes the positive outcomes of Group I, whose learners showed higher motivation when digital tools enabled individualized vocabulary tracking.

The findings of this study carry significant pedagogical implications. First, integrating autonomy into IBL should be seen as a systematic practice rather than an ancillary task. Vocabulary tracking, reflection, and contextual application must be embedded within inquiry phases to foster sustainable learning. Second, technology integration should be strategic, leveraging interactivity and personalization while ensuring equitable access for students in low-resource environments. Third, teacher training programs should prioritize autonomy-supportive pedagogies and digital literacy to equip educators with the skills needed to implement such models effectively.

From a research perspective, several avenues merit exploration. Longitudinal studies could examine whether gains from autonomy-integrated IBL are retained over time. Additionally, future research could investigate the balance between teacher scaffolding and learner independence, as excessive autonomy without support may lead to cognitive overload, especially for lower-proficiency learners. Qualitative investigations into learner perceptions of autonomy and digital tools would also provide richer insights into motivation and engagement.

5. CONCLUSIONS

This study demonstrates that embedding autonomous vocabulary learning into an Inquiry-Based Learning (IBL) framework significantly improves vocabulary acquisition among junior high school EFL learners. Both technology-supported and non-technology-supported IBL groups achieved substantial vocabulary gains compared to the PBL control group, affirming the hypotheses. While digital tools provided modest advantages in immediacy, interactivity, and motivation, non-digital tools proved equally effective in promoting reflective and sustained engagement. The results underscore the importance of aligning inquiry with autonomy, where structured word-tracking, contextual application, and reflective practices foster deeper retention and learner independence.

The findings extend current knowledge by showing that autonomy and inquiry, when systematically integrated, create mutually reinforcing benefits for vocabulary learning. Pedagogically, this implies that curricula should explicitly embed autonomy-driven tasks within inquiry phases and that teachers should be trained to scaffold learner independence while leveraging both digital and non-digital resources. Beyond vocabulary growth, this approach nurtures essential 21st-century skills, including self-regulation, critical thinking, and digital literacy. Future research should explore long-term retention effects, the role of learner motivation, and the optimal balance between teacher scaffolding and learner autonomy. By providing a scalable model that bridges theory and practice, this study contributes to a more sustainable, learner-centered paradigm in EFL vocabulary instruction.

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STUDENT PERCEPTION ON THE USE OF STORYLINE ONLINE AS A LEARNING MEDIA AT SMAN 1 PURWOSARI

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Abstract: This study aims to investigate the acceleration of students' use of Storyline Online as a learning medium for English at SMAN 1 Purwosari, with a particular focus on understanding narrative texts. The background of this research is based on the difficulties students face in understanding the structure and content of narrative texts due to limited vocabulary and a lack of reading interest. This study uses a qualitative descriptive method with content analysis techniques, observation, open questionnaires, and interviews. Data were obtained from 11th-grade students who have used Storyline Online in their learning. The results of the study show that the majority of students responded positively to the use of this media. They were more motivated, enthusiastic, and understood the content of the stories better compared to conventional methods. This media is seen as interesting because it seemingly presents narratives in a visual and interactive form and allows for flexible self-directed learning. Overall, the misuse of Storyline Online proves to enhance student engagement in affective, cognitive, and behavioral aspects of learning English. Its implications suggest that this media is recommended as an innovative option to increase students' interest in reading and understanding of narrative texts.

Keywords: *English text, Learning media, Narrative, Student perception, Storyline Online*

1. INTRODUCTION

1.1. Background of Study

As we all know, reading is a crucial ability that students need to master for success in their education. It helps them understand various subjects and is especially important for interpreting stories and narratives, which are a big part of English lessons (Sembiring, 2019; Hafifah & Wiranegara, 2023). However, many students at SMAN 1 Purwosari face difficulties when trying to understand narrative texts. One issue is that these students often struggle with narrative comprehension due to restricted vocabulary and lack of exposure to different text structures (Laia et al., 2023). Traditional ways of teaching reading, which focus mostly on textbooks, don't give students enough variety or motivation to read more. Why? With the advancement of technology, the use of books is being left behind more or less. So, Storyline Online comes as a free online library with thousands of books that offer a fresh approach to this problem. The platform lets students and teachers access many different stories. Which could help them build their reading skills while also making their reading more interesting. With the use of digital resources like Storyline Online, teachers can offer new ways of learning that make reading easier. Also, this website will make the lesson more exciting for learners. By studying how this tool affects reading, this research hopes to show how it can help students become better readers, especially in understanding narrative texts.

The rapid advancement of technology has significantly influenced the diversity of media, including television, the Internet, digital communication, and scientific developments. This technological evolution is reflected across various aspects of society, especially in education (Astra et al. 2015; Nurninawati et al. 2019) As a result, technology and education have become intricately

linked, with the demand for dynamic and engaging learning media continually increasing. Today's students have diverse motivations, interests, and perspectives on education, shaped by technology's role in the learning process. According to (Yunus, Salehi, & John, 2013) students prefer educational methods that are interactive and visually stimulating, such as digital images, videos, animated graphics, or websites

To align with students' preferences, educators are increasingly integrating technological tools into teaching and learning processes. This shift not only enhances engagement but also offers a different mode of instruction. According to Badri et al. (2014), the effective integration of technology in education depends on teachers' willingness to adopt and maintain a positive attitude toward technological advancements. Teachers are now developing their learning materials using a wide range of media and resources, including videos—a medium known for its dynamic and versatile qualities.

The advantage of Storyline Online is that it gives students access to a much wider range of texts than they would find in typical textbooks. At SMAN 1 Purwosari, many students don't have the opportunity to explore different types of narratives. This limits their ability to fully grasp and analyze stories. The lack of variety leads to students becoming bored with the learning process. There is a huge variety of books on Storyline Online, from old classics to newer works. This will allow students to practice reading at their own pace. Furthermore, it will also improve their ability to comprehend different styles of writing. This freedom will hopefully help students choose stories that they find engaging. Thus making it more likely for them to develop a habit of reading regularly. This website also promotes self-directed learning, giving students more independence to explore books based on their interests, needs, and hobbies. When students can pick what they read. They become more involved in their learning and improve not only their understanding of narratives but also their overall reading skills. The digital library helps well with the increasing use of technology in education. Furthermore, it will offer new ways for students to learn to read. As a result, this research will look into the benefits of Storyline Online and how it can improve students' reading ability in narrative texts.

1.2. Research Questions

What types of narrative texts are available on Storyline Online that are suitable for 11th-grade students?

How can Storyline Online be integrated into learning activities to improve students' reading comprehension in narrative texts?

1.3. Scope and Limitations of the Study

This study focuses on using Storyline Online as a digital learning tool to improve reading proficiency among 10th-grade students at SMAN 1 Purwosari. The scope includes narrative texts available on the platform and their use in guided reading activities. Limitations include potential challenges such as students' unfamiliarity with digital libraries and differences in reading habits.

1.4. Significance of the Study

The focus of this study is to know whether Storyline Online can improve the content for SMAN 1 Purwosari or not. Many students at SMAN 1 Purwosari are not interested in the usual reading materials, which leads to a lack of motivation and low reading proficiency. Students often struggle with understanding and retaining the vast amount of information presented in class due to their limited vocabulary, lack of background knowledge, and inadequate reading strategies, as reported by Burgin & Daniel (2017), Nanda & Azmy (2020), and Hezam et al. (2022). By using this



digital library, students have access to a broad selection of reading materials that could make reading more fun and interactive. This digital library offers an extensive range of materials that can cater to different student interests and levels of difficulty, thus making reading a more enjoyable experience. The platform allows them to read whenever and wherever they want, helping them develop better reading habits over time. As they read more, they improve their understanding of stories, grammar, and vocabulary, which is important for interpreting texts. Reading more frequently is key to improving overall proficiency in any language. The availability of resources will make the student learn in their independent study. This study aims to see if using Storyline Online regularly can help students read better. Content analysis will be used to assess this teaching method. This kind of research allows for practical changes and adjustments based on what is working best in real time. The goal is to learn how students react to this kind of digital platform compared to the traditional methods of reading. The findings of this study aim to:

1. Provide insights into the effective integration of digital libraries in English language learning.
2. Offer practical strategies for improving narrative comprehension using technology.
3. Contribute to the literature on the use of digital tools in education, addressing gaps in local and global research.

2. LITERATURE REVIEW

2.1. Digital Library

According to Turčić (2021), digital libraries have revolutionized the way we approach information and interact with it, both inside and outside of academic contexts. According to Kresh, a digital library is an online repository that not only stores digital resources but also organizes and disseminates them. These resources are core in today's academic environment, where large collections of literature, scientific articles, and multimedia material are available at one's fingertips. Equivalence in educational processes will be achieved by removing physical barriers to accessing books, journals, and research papers, especially for individuals who do not have access to well-stocked traditional libraries. One of the fundamental advantages of digital libraries is how they can present resources to their users that have specific relevance to academic and personal interests. As technology in the world keeps changing, one of the most continuing benefits that digital libraries offer is to support structured learning but also informal, self-directed study, for instance, the ability to concentrate deeply on a certain subject matter at a speed one finds suitable. Furthermore, they create an environment of interactive learning whereby students engage with texts using such features as hyperlinks, multimedia, and cross-referencing of academic works.

By digitizing books, libraries can house many collections without the spatial constraints accommodated by physical libraries. This shift has expanded the scope of available content to users across the world. Similar to what has been observed with Google Books and Storyline Online, digital libraries have also acted as cultural archives, preserving a wide range of material for future generations. By doing this, they make knowledge democratized because any person who can access the internet can access these useful literary and academic materials. Other benefits of digital libraries aside from the power of access include facilitating lifelong learning and assisting educational institutions in developing rounded, informed students.

2.2. Storyline Online

Storyline Online is one of the original and most innovative digital libraries that has greatly contributed to literacy and learning globally by freely availing tens of thousands of public domain books. It was initiated in 1971 by Michael Hart to promote digital books and literature distribution.



In this regard, the network has extended its collection to include fiction, non-fiction, philosophy, and scientific literature to satisfy users with diverse material for different interests and educational needs.

Storyline Online proves helpful even in educational contexts to promote independent reading among students, giving them the experience to explore through self-directed learning Turčić, M. (2021). This platform gives students access to works of classical literature and works that might never form part of regular curricula. Such exposure nurtures the reading habit among students as they come into contact with various styles of writing, historical backgrounds, and cultural discourses. Furthermore, Storyline Online has also been influential in driving digital literacy because it facilitates familiarity with reading tools in their digital form. Books are made available to readers in several formats, including ePub, Kindle, and PDF, to make reading easy on a variety of devices for different reading options. Therefore, access through Storyline Online ensures equal education for students in various settings that are either remote or resource-poor, hence taking away the barriers that accompany geographical and financial incapacities. In essence, Storyline Online epitomizes how digital resources can support the academic and personal growth of students worldwide.

2.3. Reading Comprehension

According to Bucher (2018), reading comprehension refers to a broad set of competencies in reading development that are intended to support students in deriving meaning, analyzing information, and using texts. Comprehension is more than decoding words; it is about identifying how ideas are connected, establishing themes, and using prior knowledge to glean more subtle meanings from a text. Access to varied reading materials, for example, which Storyline Online provides, very greatly enhances the comprehension skills of the students since in such materials their complex vocabulary, varied sentence structures, and distinct genres are made and reflected into light, assuming the choosing of appropriate sources, of course. Digital libraries, like Storyline Online, freely enable everything from classic literature to modern essays that would further facilitate students to think more critically. Comprehension skills are further reinforced when students interact with digital texts incorporating hyperlinks and multimedia, which foster an active approach to learning. For instance, any time students are reading a text that has acknowledgments to other works or historical events, they may go ahead to conduct further research using other available sources for internalization. This creates a whole concept of perception.

Digital resources for reading that allow self-paced learning, such as Storyline Online, enhance comprehension individually. Turčić, M. (2021). For example, students can choose texts that match their level of reading or interest levels. The lack of a stimulating effect in the classroom will eliminate the stress experienced in assignments in the traditional classroom. This flexibility caters to students' deeper interaction with the material and hence genuinely develops an interest in reading. Ultimately, being able to read and understand a wide range of texts independently is crucial for academic success. Being able to do this by having such skills is one of the intended results or outcomes of using a platform like Storyline Online in reading comprehension development.

2.4. Narrative Story

Narrative Story texts are an important part of literacy because they create organized, interesting texts that make plot, character, and theme connections in the minds of readers. Narratives also invite readers to travel into another person's life to experience what the world looks like from other perspectives and foster empathy Bucher, R. (2018). Storyline Online offers a wide collection of narrative texts- from classic tales to modern stories- and gives the reader access to a



platform perfect for the exploration of students of narrative techniques and thematic depth in literature. These different manners of storytelling help students develop the skills of analysis and enrichment of the understanding of the narrative structures. Narrative stories within digital libraries can be of great assistance in the development of a love for reading while at the same time encouraging long-term reading habits. When students engage in stories that are compelling and relatable, motivation increases, and the level of consistent reading is more likely. Such continued engagement with texts can contribute to better reading fluency, vocabulary, and comprehension skills needed for good literacy. With such wide access to different stories, Storyline Online will let students search for the narratives of different cultures, genres, and centuries that would facilitate a broader outlook on the world.

Furthermore, with the help of Storyline Online's narrative texts, students will be allowed to explore themes related to their everyday lives: their identity problems, conflicts, and moral dilemmas. Such texts provoke reflection, enabling students to balance various opinions and develop their critical thinking. The interactivity of the digital stories, underpinned by multisource media and cross-referencing sources, helps in the comprehension and retention of abstract ideas. Through regular access to narrative texts via sites like Storyline Online, students can foster a better understanding of literature in conjunction with personal and social growth.

3. RESEARCH METHODOLOGY

3.1. Research Design

This study employs a qualitative content analysis design. According to Krippendorff (as cited in Tolentino, 2016), content analysis allows researchers to make valid inferences from texts by systematically categorizing and interpreting textual data. This approach is appropriate for examining the structure, language features, and educational potential of narrative texts selected from Storyline Online.

Qualitative research typically uses data in the form of quotes from documents, observational notes, interviews, or excerpts from video or audio recordings. This study employs these descriptive approaches to uncover nuanced insights into the use of Storyline Online as a learning tool. Specifically, this research adopts a content analysis method, which is a well-established qualitative research technique. As defined by Krippendorff (as cited in Tolentino, 2016), content analysis is "a research technique for making replicable and valid inferences from texts or other meaningful matter to the contexts of their use."

3.2. Population and Sample

The participants of this study are grade 11 students at SMAN 1 Purwosari. Participants are selected using purposive sampling to ensure alignment with the research objectives. The criteria for selection include:

1. Willingness to engage with digital learning tools, specifically Storyline Online.
2. Identified the need for improving reading proficiency, particularly in narrative texts.
3. Accessibility to digital devices and the internet for using Storyline Online effectively.

A total of 36 students are anticipated to participate, with diverse levels of reading skills to represent a broader range of learning outcomes.

3.3. Instruments

The instrument that will be used in this research is the same as Ary et al.. (2010); the researcher serves as the central instrument in qualitative research. As human cognition and

understanding are required to read and analyze the narrative texts from Storyline Online. The researcher actively identifies the generic structures and language features of the texts, ensuring a nuanced and comprehensive analysis.

3.4. Data Collection

The documentation method is used for data collection. The researcher downloads and reviews texts from Storyline Online that fit the inclusion criteria. Selected texts are segmented into components of narrative structure and evaluated for their educational value.

3.5. Data Analysis

1. The analysis follows several steps:
2. Selecting 3–5 representative narrative texts.
3. Segmenting each text into narrative components: orientation, complication, resolution.
4. Analyzing language features such as tense, connectors, and descriptive elements.
5. Evaluating how the text supports comprehension and learning goals.
6. Presenting findings using descriptive qualitative analysis.

In analyzing the data, the researcher categorized the transcript texts based on the generic structure of narrative texts, which includes orientation, complication, and resolution. After the documentation stage, the researcher classified the text passages into these structures to determine whether the selected texts align with the characteristics of narrative texts and can serve as effective examples for teaching narrative comprehension to students. To answer the research questions, the researcher employed a descriptive qualitative method in data analysis. The process of analyzing the data involved several systematic steps. First, the researcher carefully read and re-read the narrative texts to gain a deep understanding of their content and structure. Key elements, such as significant phrases and thematic developments, were underlined to highlight their importance. The transcripts were then broken down into smaller parts, paragraph by paragraph, for detailed examination.

The next step involved analyzing the generic structure and language features of the narrative texts. The researcher focused on identifying the orientation (introduction of characters, setting, and situation), the complication (emergence of a problem or conflict), and the resolution (how the conflict is resolved). Additionally, language features such as past tense usage, descriptive language, and temporal connectors were examined to assess how effectively the texts conveyed the narrative elements. The analysis process was guided by a structured table adapted from Iriana (2018), which categorized the narrative texts based on their generic structure and language features. This table provided a clear framework for analyzing the narrative components and facilitated a consistent and detailed examination of the selected texts.

3.6. Data Collection Techniques

1. Observation: To record student engagement during the learning process.
2. Open-ended questionnaire: Given to all students to identify their opinions regarding the advantages and disadvantages of using jumbled texts in learning.

3.7. Data Analysis Techniques

1. The data obtained was analyzed using a qualitative descriptive approach, with steps:
2. Data reduction: Filtering data from interviews, observations and questionnaires to focus on aspects concerning student involvement.

3. Data presentation: The data obtained were arranged narratively and thematically based on the dimensions of engagement (Affective, cognitive and behavioral) according to the theory of Fredricks et al. (2004).
4. Inference: Formulating the findings related to students' perceptions of the use of Storyline Online and the impact on students' engagement in English language learning.

4. FINDINGS AND DISCUSSION

This research seeks to comprehend the opinions of seventh-grade junior high school students concerning the utilization of scrambled texts in English language acquisition and the extent to which this medium enhances student engagement. Data were collected via instructional observations, open-ended surveys, and semi-structured interviews with many students.

4.1. Results of Observation

During the execution of learning activities utilizing jumbled text media, student involvement significantly heightened in comparison to the prior session that employed the lecture approach and conventional exercises. Students exhibited enthusiasm during group discussions, demonstrating inquiry, actively composing texts, and discussing thoughts regarding the logical sequence of words. This engagement is manifest in three aspects:

1. Cognitive: Students are able to comprehend the text's structure and identify connections between sentences.
2. Affective: Students have fun, laughing, and enthusiast throughout the observation.
3. Conduct: Students engage actively in collaborative tasks and articulate their findings.

4.2. Results of the Open Questionnaire

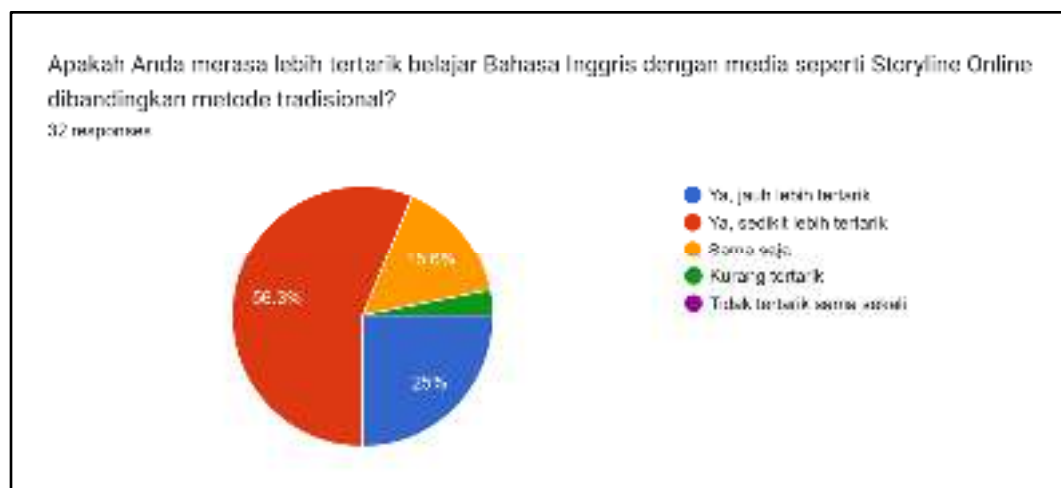


Image 1. First Questionnaire's Result Chart

The percentage of students who felt much more interested reached around 25%, while those who felt slightly more interested reached 56.3%. This is far from the minority of students who felt uninterested or felt no change, indicating that this media is able to attract students' interest in the process of learning English.

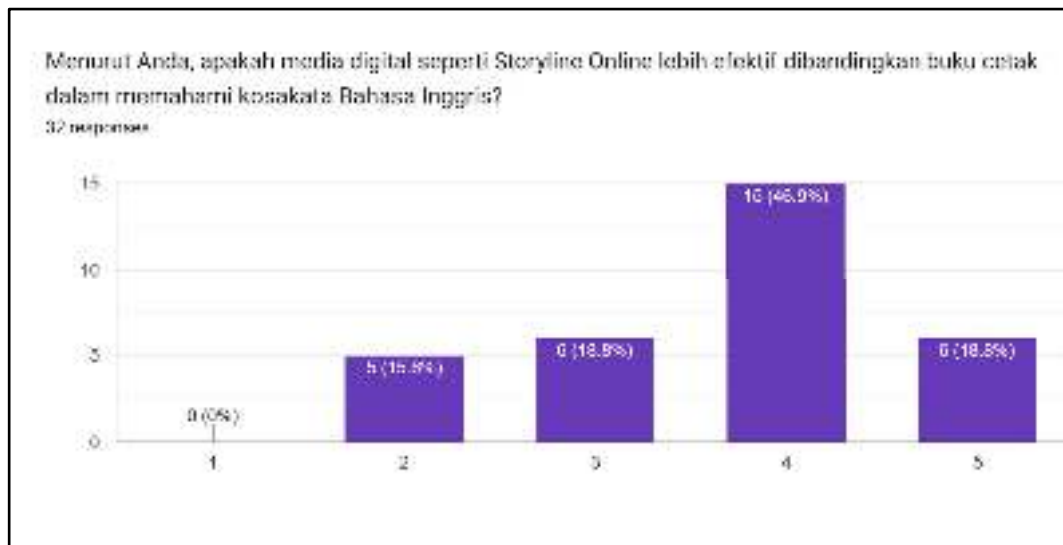


Image 2. Second Questionnaire's Result Chart

It can be seen that almost half of the respondents (46.9%) think that digital media such as Storyline Online are more effective than printed books. This indicates that students tend to think that digital media is more capable of improving their understanding of English vocabulary and materials in general.



Image 3. Third Questionnaire's Result Chart

Around 50% of students felt more motivated in learning English after using interesting animation and narrative media. Most of them felt that their learning motivation increased, which shows that this media is able to motivate students significantly in the learning process.



Image 4. Fourth Questionnaire's Result Chart

More than half of the students (56.3%) admitted to having a higher learning spirit after using Storyline Online. This reinforces the idea that this media is not only visually appealing, but also able to increase students' spirit and enthusiasm in following English lessons.



Image 5. Fifth Questionnaire's Result Chart

Based on the students' responses above, it explained the various advantages of Storyline Online media. Many students stated that this media is effective in improving vocabulary, making stories more interesting and interactive, and facilitating English understanding through the narrator's voice and complete materials. These advantages show that this media has great potential as an innovative and fun learning media.



Image 6. Sixth Questionnaire's Result Chart

The rest confirms the positive perception of students towards the use of this media. They feel that this media is able to make the learning process more enjoyable, not boring, and at the same time helps them understand the material and vocabulary better. All of these data show that the use of Storyline Online as an English learning medium at SMAN 1 Purwosari has received a very positive response from students, both in terms of interest, motivation, and effectiveness in learning.

4.3. Interview Outcomes

Interviews with six students showed that they felt this media made them find the material for the lesson that they find difficult to be more accessible. They feel that learning English becomes easier because they can find and read books easily without any paywall.

The results of this study indicate that the use of jumbled texts has a positive impact on student engagement in English language learning. These findings are in line with the student engagement theory by Fredricks, Blumenfeld, and Paris (2004), which states that student engagement encompasses affective, cognitive, and behavioral dimensions, all of which are stimulated through this activity.

From a cognitive perspective, the activity of logically reading texts encourages students to think critically and understand the structure of texts in depth, in line with Nation's (2009) view. Effectively, students show pleasure and interest in the activity, in line with the findings of Casuso - Holgado et al (2013) that affective involvement is related to satisfaction and enthusiasm in learning. Behaviorally, engagement is evident through students' active participation in text composition and group presentations, which supports Nunan (2003) who states that learning activities requiring active participation can enhance engagement.

From the challenges faced, some students still have difficulty understanding the meaning of the sentences. This indicates that the level of text complexity needs to be adjusted to the students' competencies, as Cameron (2001) reminds us that early adolescent students require an approach that is appropriate to their cognitive development stage.



In general, Storyline Online texts have proven to be an effective medium for increasing student engagement because they encourage cooperation, critical thinking, and contextual understanding of meaning. This addresses the challenge of English learning at the junior high school level, which tends to be monotonous and has minimal student participation.

5. CONCLUSION AND SUGGESTIONS

5.1. Conclusion

Based on the results of descriptive analysis of all images and interview, it can be concluded that the use of Storyline Online media as an English learning medium at SMAN 1 Purwosari received a very positive response from students. The majority of students showed high interest, felt more motivated and enthusiastic in learning, and considered that this digital media was more effective than printed books. In addition, the main advantage of this media is its ability to make the learning process more interesting, interactive, and enjoyable, so that it can significantly improve vocabulary and story understanding. Overall, Storyline Online Media is effective in increasing students' interest, motivation, and enthusiasm in learning English, so it has the potential to be a fun and efficient learning innovation. The three dimensions of cognitive, affective, and behavioral engagement show improvement through this activity.

Cognitively, students are more encouraged to understand text structure and sentence context. Affective-wise, students feel more interested, not bored, and motivated with interactive learning models. Behaviorally, students show active participation in group discussions and text composition activities. This shows that jumbled texts are an effective medium for encouraging active and contextual learning at the junior high school level.

The implications of these findings suggest that teachers can use jumbled texts as an alternative to enhance student engagement in English lessons, particularly in the aspects of reading and understanding texts.

5.2. Suggestions

1. For other teachers

English teachers at the junior high school level are advised to utilize Storyline Online texts in their teaching activities, especially in reading comprehension material. This media not only stimulates the understanding of text structure but also livens up the classroom atmosphere through group work and discussions.

2. For further media developments

It is recommended that Storyline Online be developed with various levels of difficulty and tailored to themes that are close to students' lives. Development can include integration with interactive digital media to make it more engaging, as well as the incorporation of other skills such as listening and speaking to enhance the overall effectiveness of learning.

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TEACHING ENGLISH WITH EDUCATIONAL GAMES: PRE-SERVICE TEACHERS' EXPERIENCE

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Abstract: This study explores the experiences of four pre-service English teachers in implementing educational games as language learning media during their teaching practice at a public junior high school in Malang, East Java, Indonesia. Using a descriptive qualitative design, the study aims to identify the benefits, challenges, and practical suggestions related to the implementation of Game-Based Learning (GBL) in English language teaching, particularly in improving student engagement and vocabulary mastery. Data were collected through field notes taken during the teaching process and peer interviews conducted afterward. Three educational games, EcoBingo Rush, Code Red Disaster Drip, and PrepoDash!, were used as instructional media. Findings show that these games successfully increased students' motivation, participation, and contextual vocabulary use. However, several challenges emerged, including cognitive overload, time constraints, and classroom management issues. To address these challenges, the study suggests strategies such as scaffolding, adjusted pacing, group regulation, and reinforcement techniques. Overall, the integration of educational games is relevant for engaging students and addressing common limitations in Indonesian EFL classrooms, especially when tailored to students' needs and learning contexts.

Keywords: *Educational Games, Game-Based Learning, English Language Teaching, Junior High School, Engagement*

1. INTRODUCTION

In Indonesia, English is taught as a compulsory foreign language subject at the junior and senior high school levels. Despite its importance in the national curriculum, the teaching of English faces significant challenges, particularly in public schools of limited facilities and resources. Moreover, as English is not used in daily communication by most Indonesians, exposure to the target language in secondary students' real-life is limited (Ristika et al., 2020). As a result, many students struggle to develop their language proficiency. Therefore, teachers are always challenged to find creative and effective strategies to bridge the gap between curriculum goals and actual student performance (Wirawan, 2020).

To overcome the challenges of teaching English in Indonesian secondary schools, English teachers have been using various TEFL (Teaching English as a Foreign Language) approaches. One popular method is Communicative Language Teaching (CLT), which focuses on encouraging students to use English in real communication. Another is Task-Based Language Teaching (TBLT), which gives students tasks to be completed using English, so they can practice the target language in useful ways (Brown & Lee, 2015). In addition, Game-Based Learning (GBL) is also commonly used in English classrooms. GBL uses games to make learning fun, active, and interesting. It can help students stay motivated, improve their understanding, and reduce stress during learning (Pho & Dinscore, 2015). These methods all support the idea that English should be learned through real use and meaningful activities, not just through memorizing vocabulary lists and grammar rules.

One of the best ways to apply different teaching methods in the classroom

is by using instructional media. Instructional media are tools or materials that help teachers explain lessons and support students in learning (Hikmah, 2019). These tools can be digital, visual, audio, or physical, such as flashcards, posters, videos, animations, or interactive online platforms. Smaldino et al. (2013) divide instructional media into six types: text (like books and computer software), audio (like CDs, podcasts, or live speakers), visual (like drawings or photos), video (like documentaries or films), manipulative (real or virtual objects), and people (such as teachers or experts).

In English language learning, the use of instructional media is not only beneficial, but often a necessity. It helps facilitate the understanding of difficult language concepts, attracts students' attention, and supports diverse learning styles (Arsyad et al., 2024; Nuranisa et al., 2024). Tileston (2004) states that boredom and lack of interest are common problems in language classes, especially in adolescents. Instructional media can overcome these problems by making learning more interesting, interactive and meaningful. In Indonesian junior high schools, where students may have limited exposure to English and varying levels of motivation, instructional media helps bridge the gap between the material received and students' understanding. This approach is also aligned with the national curriculum which encourages student-centered and technology-based learning. Therefore, the use of instructional media in English learning is not only to enrich the material, but also as a practical way to deal with real challenges in the classroom.

Of the various types of instructional media, educational games are particularly effective in encouraging active learning and increasing motivation. Games such as EcoBingo Rush, Code Red Disaster Drip and PrepoDash! give students the opportunity to use English in a fun, meaningful and competitive way, thus keeping them more engaged. In the context of learning English as a Foreign Language (EFL), games support communication skills by encouraging students to interact, convey ideas and use language to achieve goals (Wright et al., 2007). Educational games are also flexible, meaning they can be used by students with different levels of ability and learning needs. In addition, in classrooms where students are shy or reluctant to speak, games create a non-stressful atmosphere, helping students feel more confident in using English (Gozcu & Caganaga, 2016).

The present study focuses on the implementation of educational games at one public junior high school in Malang City, East Java, Indonesia, where the majority of students demonstrate limited vocabulary mastery and low engagement in English learning. As early adolescents transitioning from elementary to secondary education, most of these students exhibit kinesthetic learning preferences, meaning they learn more effectively through movement, physical activity, and hands-on interaction. Fortunately, the school provides adequate learning infrastructure, including LCD projectors, whiteboards, and audio-visual equipment, which allows for diverse teaching methods to be implemented in the classroom.

Considering this context, the use of instructional media, particularly educational games, is important to enhance students' English learning experience. Furthermore, the use of educational games is well suited to students' kinesthetic tendencies, as they provide an active and interactive learning environment that encourages participation and reduces anxiety in the classroom. Educational games can also help make abstract vocabulary more concrete, encourage contextual use of language, and generate motivation through fun and competition. In schools where students struggle to stay focused and confident in English lessons, educational games can serve as a motivational tool as well as a learning strategy to bridge the gap between the curriculum and students' learning needs. Therefore, integrating educational games in this context is not simply an alternative technique, but rather a necessary adjustment to improve learning outcomes that suit students' characteristics.

This study aims to describe the experiences of four pre-service teachers in using three educational games as instructional media to improve the teaching of English at a junior high school, particularly in a context where the students show low engagement and limited vocabulary mastery. Two research questions are raised (1) what are the benefits of using those games in improving engagement and limited vocabulary mastery?, (2) what are the challenges of using those games?, and (3) what are the suggestions to overcome the challenges faced during the implementation of those games?

2. METHODOLOGY

2.1. Research Design

This study used a descriptive qualitative design. The purpose of using this design was to explore and describe the experiences of pre-service teachers in using educational games as learning media in English classrooms. Through this design, the research aimed to gain in-depth insights into the use of instructional media, the challenges faced during its implementation, as well as the perceived benefits from the pre-service teachers' perspective.

2.2. Setting & Subjects of the Study

This study was conducted in one of the public junior high schools in Malang City, East Java, Indonesia. The subjects of this study were four pre-service teachers from the English Education program who were undergoing an internship program at the school. The participants were involved in planning and implementing English lessons using game-based media as part of their teaching strategies.

2.3. Data Collection

Data were collected using two primary instruments: field notes and peer interviews. Field notes were written during the classroom activities, especially when the games were used. These notes recorded personal observations about student involvement, classroom interactions, and how the games were applied. After the lessons, peer interviews were conducted between the pre-service teachers. These interviews served as a chance to reflect and talk about their teaching experience, focusing on how games helped increase student engagement, supported vocabulary learning, and what difficulties they faced. Combining both field notes and interviews gave the researchers a complete view of both what was seen in the classroom and what the teachers thought and felt.

2.4. Research Procedure

This study was conducted in several stages, focusing on the experiences of pre-service teachers in implementing Game-Based Learning in teaching English. The first stage was lesson planning. The researchers, who were also pre-service teachers, designed teaching and learning activities by integrating three educational game media, i.e., EcoBingo Rush, Code Red Disaster Drip, and PrepoDash!. The second stage was the learning implementation. At this stage the three games were used in the teaching and learning activities. During the learning process, the pre-service teachers noted various important aspects on their field notes, focusing on student engagement, classroom interaction, and responses to the use of media. After the learning activities were completed, a peer interview stage was conducted. In this stage, the pre-service teachers interviewed each other to reflect on their experiences in implementing the educational games, including the benefits felt, challenges faced, and ideas or suggestions for future improvements.

2.5. Data Analysis

The data from the field notes and interviews were analyzed using content analysis. This method helped the researchers sort and group the information based on the research focus, such as benefits of the media, challenges faced, and suggestions for improvement. First, all the data were read carefully to understand their meaning and context. Then, important pieces of information were labeled through coding. These codes were grouped into categories like: (1) Higher student involvement through games, (2) Challenges in using the games, and (3) Strategies used by pre-service teachers to overcome the challenges faced. Each category was then analyzed to look for patterns or differences among the four pre-service teachers. The final results are described descriptively to give a clear picture of how educational games are used in English language learning at junior high school level. To maintain fairness and accuracy in the analysis, the data is interpreted based only on what is written or spoken, without adding any outside opinions or assumptions.

3. RESULTS AND DISCUSSION

3.1. EcoBingo Rush

The use of EcoBingo Rush in English learning provides several advantages, especially in increasing student engagement and helping students with limited vocabulary. From the very beginning, students showed great enthusiasm and interest. They actively participate in the game, especially during group activities, as they strive to collect points and be the first to shout “Bingo!” The combination of competition and cooperation makes students more engaged in learning, encourages them to communicate with peers, and helps them use English in a meaningful context. These observations show that the game successfully increases students' engagement in class and supports vocabulary learning by providing repeated and contextualized exposure to new words. The group-based nature of the game also helped students with weaker vocabulary skills, as they could rely on discussion and support from group members to remember words and understand instructions. This result is consistent with the findings of Ghazy et al. (2021), who stated that Game-Based Learning (GBL) increases students' motivation and interest in learning due to its interactive and structured nature. Rahmasari (2021) also found that Bingo games helped students improve vocabulary acquisition and become more active in class, mainly due to the motivation to win and the fun of playing.

However, the use of EcoBingo Rush also presents some challenges. One of the main issues is the cognitive load on students. The game requires students to recall information from a video within a limited time, which is quite difficult for some students, especially those with weak short-term memory. This supports Sweller's (1988) Cognitive Load Theory, which states that too much information or fast-paced tasks can make it difficult for students to process and remember learning materials. Although the competitive atmosphere in the game excited many students, some felt anxious or pressured, which caused them to lose focus. In addition, the game took longer than planned. Not because students were bored, but because they were highly engaged and often needed additional time to understand the tasks and work well together.

To address this issue, several solutions can be implemented. Teachers can prepare students before the game by giving vocabulary previews or using guided notes, which can help them focus more and reduce cognitive load. Adding a short practice session before the main game can also help students understand how the game works and reduce nervousness, as suggested by Ghazy et al. (2021). Slowing down the tempo of the game by allowing longer breaks between activities can also help students not feel rushed, a concern also raised in Hidayah's (2022) study. Another useful

[illegible]

Figure 2. During the EcoBingo Rush Game

The use of riddles and flashcards in the English classroom improves students' participation and vocabulary domain. Both riddles and flashcards can encourage active participation and enjoyment during the learning session. The visual and interactive stimulation of the cards can make strong student responses, and responding riders can motivate the student to think critically.

To address these challenges, several strategies can be implemented. First, teachers should carefully organize their time assignments and use games such as heating or conclusion activities to avoid removing essential lesson time. Selecting or developing simple and appropriate riddles can also help reduce the understanding challenge. Students with limited English vocabulary can find it useful to use multilingual suggestions or illustrations. Secondly, establishing clear rules and classroom participation strategies before game sessions can help control the class environment. In addition, the teacher can use digital cards and riddles to save preparation time and guarantee content quality.



Figure 3. Code Red Disaster Drip



Figure 4. During the Game

3.3. PrepoDash!

The use of PrepoDash! provides significant benefits in increasing student engagement and mastery of limited vocabulary, especially in the subject of prepositions of place. Through an active and competitive game-based approach, students are more motivated to actively engage in the learning process. This game requires individual participation without group discussion, ensuring that each student takes personal responsibility for their understanding of the material. This aligns with Zimmerman's (2002) perspective on self-regulated learning, where students are encouraged to independently manage their attention, motivation, and learning strategies. According to Slavin (2012), giving students individual challenges in a structured and competitive setting can help improve their focus and make them more responsible for their own learning. In addition, when students take part in activities like observing visuals and completing sentences with the right words, they naturally build a better understanding of vocabulary used in real life situations..

While PrepoDash! can create strong excitement and high initial participation, there are some challenges during its use. Students who struggle with concentration or lack confidence often feel stressed when it is their turn to answer, especially because of time limits and limited peer support. This pressure can make it hard for them to recall information quickly. There are also behavior problems, as some students lose focus after their turn, gather with friends, and disturb the class environment. These issues show the need to build students' focus and discipline during game-based activities. Barkley (2010) emphasizes that student attention is a crucial part of academic success and needs to be consistently trained. Prihatiningsih (2000) also states that junior high school students often lose focus in group work when there are no clear rules or consistent guidance from the teacher.

To overcome these challenges, teachers can apply three key strategies when using PrepoDash!. First, make sure to properly explain the game's regulations, highlighting the importance of paying attention when others are answering and respecting all participants' turns. Üstündag and Özcan (2018) and Senowarsito et al. (2018) underline the importance of establishing clear standards for student behavior throughout activities. Second, teachers need to give students sufficient time between rounds so they can think carefully while preventing having to hurry (Masdianti, 2021). Third, continual application of positive reinforcement, such as compliments and appreciation for students who keep concentrated and calm, can foster an even more welcoming and trustworthy learning environment (Saidin et al., 2024; Nawi & Nordin, 2025). By constantly

following these three tactics, PrepoDash! not only offers an appealing learning tool, but it is also helping students practice self-control, concentration, and responsibility.



Figure 5. PrepoDash! Card



Figure 6. During the PrepoDash! Game

4. CONCLUSION

Instructional media integration in English language teaching and learning has significant benefits for Indonesian junior high teachers and students. This study focused on using a variety of games, such as *EcoBingo Rush*, *Code Red Disaster Drip*, and *PrepoDash!*, which have great potential in addressing the challenges in Indonesian EFL classrooms, such as low student engagement and limited vocabulary mastery. This is because games facilitate English language learning by creating interactive, collaborative, and meaningful language use.

In addition, educational games can help students to learn independently, collaborate with other students, and enhance classroom interactivity. However, using game-based media in the classroom still faced some challenges. The challenges, such as time management, classroom noise, and imbalance in student participation, were identified. These challenges can be addressed through careful planning, adaptation of game materials, and clear class procedures. In conclusion, applying educational games in English language teaching is a considerable and effective adaptation. It meets the needs and learning characteristics of students while complementing national curriculum objectives. Therefore, game-based learning has potential for increasing student engagement and vocabulary mastery in Indonesian junior high schools.

Future research can consider expanding the context of the study with varied school environments to explain the broader applicability of game-based learning. Future researchers can use additional tools, like vocabulary tests, to look forward to the effects of educational games. Future researchers can also explore the use of other instructional media, such as augmented reality or digital storytelling, to enrich the language learning experience. Combined the teachers' experiences and students' feedback to design a better educational game. Moreover, using a longitudinal study to see how the use of regular games can impact the students' motivation, vocabulary, and language fluency.

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EFL SECONDARY STUDENTS' DIFFICULTIES IN CONSTRUCTING ENGLISH SENTENCES IN WRITING

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Abstract: This study investigated the difficulties in sentence construction among EFL junior high school students in Indonesia, aiming to identify challenges, their causes, and potential solutions. Employing a descriptive qualitative case study design, data was collected through interviews with nine 8th-grade students from SMP Negeri 8 Malang, selected using purposive sampling to represent varying English proficiency levels. The findings revealed that students struggled with limited vocabulary, difficulties in applying grammar rules, and a lack of confidence in their writing. The underlying causes included insufficient teacher feedback, limited exposure to English through reading and listening, over-reliance on digital translation tools, and fear of peer judgment. To address these issues, the study proposes three solutions: implementing classroom writing to foster collaborative learning and immediate feedback, integrating extensive reading and listening activities to enhance vocabulary and language awareness, and encouraging the use of dictionaries over translation tools to promote independent language acquisition. This research contributes to a deeper understanding of early writing development challenges in the Indonesian EFL context and suggests practical pedagogical approaches. Future studies could involve a larger sample size and include teachers' perspectives for a more comprehensive understanding of the issue.

Keywords: *Case Study, Constructing English Sentences, EFL Junior High School Students*

1. INTRODUCTION

Writing is a crucial skill for EFL secondary students as it allows them to produce meaningful texts. It also contributes to their self-efficacy, helping them gain confidence in using the language (Bhowmik, 2021). However, writing remains one of the most difficult skills to master, as it involves generating and organizing ideas while applying grammar, vocabulary, punctuation, and word choice accurately (Suvin, 2020). It is a complex process that demands structured and skillful language use.

One essential aspect of writing is the ability to construct well-formed sentences. At the junior high school level, students are expected to express their thoughts clearly and accurately through appropriate sentence structures. According to Indonesia's national curriculum (Kurikulum 2013 and Kurikulum Merdeka), they must show proficiency in organizing paragraphs, applying correct grammar, using varied vocabulary, and mastering writing mechanics across different genres, such as descriptive and analytical texts (Permendikbud No. 37 Tahun 2018). As Thongtum and Intasena (2023) argue, mastering sentence construction at this stage supports coherent and persuasive communication, which is essential for both academic and real-life purposes.

In reality, sentence construction remains a major challenge for many EFL learners. Students often struggle with grammar rules, sentence patterns, tenses, subject-verb agreement, and word order (M. Jaya & Jabri, 2025). These issues lead to writing that is unclear and disorganized. As a result, students may lose confidence and become discouraged from writing longer, more structured texts (Bulqiyah et al., 2021) (Lubis et al., 2025).

Several recent case studies have explored writing challenges among EFL undergraduates. (Azmar & Razali, 2024) investigated writing instruction at a Malaysian university and found it to be heavily textbook-driven, with little support for students struggling to form individual sentences. Khan (2022) used error analysis to identify common sentence-level mistakes, such as tense and agreement errors among Saudi undergraduates. Similarly, Ulfa & Ramadhani (2024) studied grammatical cohesion in university thesis writing in Indonesia.

While these studies provide valuable insights, they share three limitations. First, they all involve university students, not junior high school learners. Second, they focus on writing pedagogy and broad structural coherence, not the micro-level process of sentence construction, which can hinder clarity and fluency. Third, none address the specific context of Indonesian SMP students, who may encounter different challenges. This study fills that gap by conducting a case study on sentence construction difficulties among EFL secondary students in Indonesia, adding depth to our understanding of early writing development.

2. METHOD

The design of this study is a case study which used a descriptive qualitative method in order to gain an in-depth and detailed description of the issue being investigated. Researchers conducted an interview to gather the data in which then will be analyzed descriptively to draw conclusions on students' experience towards the issue.

This study was held in SMP Negeri 8 Malang, specifically in three classes of 8 grades as the population. Researchers targeted to collect the data from students with varying levels of competences in English subject, especially in the case of constructing a written sentence. To achieve the understanding of students' level of competence, researchers reflected on their experience interacting with the classes as teachers. Thus, purposive sampling has been applied to initially explore the intended samples that fulfilled the criteria. Three students from each class then agreed to participate.

The instrument used to collect the data was an interview with a goal to achieve rich information. The form of questions asked was a yes/no question followed by more open-ended questions. The interview evolved around the aspects of students' awareness, experience, challenges, and personal response and strategy of constructing written sentences. Researchers obtained the data by recording the interview, transcribing it, and then labeling the relevant information. The gathered data then were analyzed descriptively by also comparing it to the existing theory and previous research to gain the idea of the solution of the problem.

3. RESULT AND DISCUSSION

The study found that most of the students were aware that their English writing skills are lacking, specifically in constructing sentences. However, they were uncertain about the nature of their error. Some students admitted that their writing was wrong somehow, but they could not identify which one was incorrect and how to fix it. The interview also revealed that several students are not even able to identify whether their sentences are wrong. Self evaluation is considered as unnoticeable and tough work by the students.

Table 1. Interview Result on Students' Awareness

Student's Name	English Transcript
D	I know that my sentences were somewhat wrong, but I don't know which one needs to be fixed. Therefore, I asked my friends for confirmation.
E	As I am done with my assignments, I close my book and do something else. There is no use to check it again since I do not really know whether it is correct or wrong.
B	Sometimes, I just write what comes to mind. I don't really think about whether it's right or wrong, because I'm not sure what the rules are. It's hard to notice mistakes if I don't know what to look for.

As in Haryanti (2022), language awareness significantly contributes to participants' writing skills. Raising awareness of language use is important for developing independent writing competence. When students are aware of their errors and know why they occur, they are more likely to revise it and avoid repeating the same mistakes.

Based on students' responses, three major difficulties were identified. The study found that many students struggled with limited vocabulary which made it hard for them to express their thoughts clearly. In addition, regarding the challenges in applying grammar rules correctly, students expressed varying answers. In the case of students with a quite high level of competences, students could apply grammar rules correctly in isolated sentences but they had difficulty integrating grammar in longer text. The other answers revealed that they are confused about the function of one tenses with the others, arrangement of words based on the grammar rules, or even a matter of prepositions. The last difficulty is in the issue of demotivation and feeling less confident of their own writing skills, especially constructing sentences.

Table 2. Interview Result on Types of Difficulties

Student's Name	English Transcript
E	It's difficult to choose the appropriate word to make a sentence. Sometimes, I couldn't find the word that suits my idea that made me face writer's block.
B	Sometimes, I am confused on which tenses to use or when to use this or that tenses. How to use prepositions also is challenging.
A	I always find it difficult to arrange words correctly, sir. Verbs, places, and so on.
D	I often get stuck when trying to connect my ideas. I might know the grammar, but when I try to use it in a sentence, I get confused and end up writing something that doesn't make sense.

Students felt it was hard to express even simple ideas because of their limited vocabulary. They also struggled to apply grammar rules when connecting ideas that made their paragraphs often lack fluency and accuracy. This aligns with Somantri and colleagues (2020) found that students with high vocabulary mastery had better writing skills. Students with richer vocabulary are more able to organize ideas, use correct grammar, and develop coherent text (Situmorang, et al., 2024). Regarding the issue of demotivation, Amalia et al. (2021) discovered that demotivated

students tend to have a low engagement in writing tasks and even the whole instruction. Additionally, according to Dedmond (2009), the issue of feeling less confident is under the umbrella of self-esteem matter, which is a complex term about oneself that occasionally leads to a change of individuals' action and attitude. Thus, it is considered an obvious cause and effect relationship between students' competence in constructing sentences and their state of confidence.

Several causes contribute to students' significant difficulties in writing sentences in English. Based on the exploration of students' experience through interviews, the major issue is the lack of feedback provided by the teacher. Students received their work signed by the teacher, but there was no correction or feedback on their writing tasks. This hindered students' ability to recognize errors and improve over time.

Table 3. Interview Result on Feedback of the Task

Student's Name	English Transcript
C	Usually, our writing tasks are either submitted and aren't returned or they are returned only with a sign.
B	Usually, teachers give us an assignment to analyze text, write a text, or answer a quiz. After that, we get the sign and score.
F	Sometimes, we just get our work back with a sign, without a score and comments. I want to know what I did wrong, but there's nothing written there to help me improve.

This aligns with Zahari and colleagues (2025) who emphasize teacher's feedback in helping students improve their writing ability. Giving detailed feedback will give students opportunities to learn from their mistakes and build writing awareness.

Another contributing factor is the limited input of English from listening and reading activities. Some students report that the activity during listening and reading was lacking, especially in listening. The majority of students have been exposed by a text book and teachers' assignments only in enriching their knowledge through receptive skills.

Table 4. Interview Result on Limited Exposure of English

Student's Name	English Transcript
I	We mostly use texts and audio from the text book, barely read or listen from other sources.
G	I do not really read so often, sir. Most of the time, I get to read something in class from the textbook or assignments.
C	We don't really use English outside of class. Most of the time, we just follow the textbook, so I rarely get to hear how English is actually used in real life.

Minimum exposure to English text and audio affected both students' vocabulary acquisition and their understanding of text structure. If students are not reading or listening in English enough, they are more likely to lack ideas and vocabulary to write (Moses & Mohamad, 2019). Exposure to different types of materials also leads to students' awareness of language use.

The third cause identified is students' overdependence on digital tools such as Google translate, lens, and AI-based platforms. Instead of developing their writing ability, students often relied on these tools.

Table 5. Interview Result on Dependence on Digital Tools

Student's Name	English Transcript
H	I often use google translate when writing in English. I write sentence by sentence, sometimes a paragraph.
F	In doing such assignments, I usually write it in Indonesia first and then translate it using Google Translate. ChatGPT also helps me with several assignments.
A	When I don't know how to write something, I just type it in Indonesian and let Google Translate do the work. It's easier, but I don't think I'm really learning how to write properly.

Vieriu & Patrea (2025) stated that over-reliance on digital tools may hinder students' critical thinking and independent problem solving skills. When students use tools like translators or AI to generate sentences or paragraphs, they bypass the process of constructing meaning using their own knowledge. In the long term, it can reduce students' confidence and discourage them from attempting to write without digital assistance.

Besides, affective factors also played a significant role. Some students expressed fear of being judged and mocked by their peers when their writing was incorrect. This social pressure discouraged them to write in English. However, some other students even felt more challenged to study more.

Table 6. Interview Result on Peers Judgement

Student's Name	English Transcript
D	I was judged once when I asked my friend the English translation of a word. S/he mocked me, said that it's too easy yet I don't know.
F	I felt offended at first, but after a while, it gave me strength to learn more.

To address the identified issues, the researchers proposed several solutions. The first solution is the implementation of classroom writing to reduce writing anxiety and support students with limited vocabulary and grammar mastery. In this activity, the class collectively writes a single piece of writing where each student contributes one by one under the teacher's guidance. As each sentence is discussed together, students learn how to apply vocabulary and grammar in context while receiving immediate feedback. It is supported by Asih (2022) and Pham (2021) that collaborative writing improves students' linguistic accuracy in writing. Amalia et al. (2021) also added that collaborative writing increases students' motivation positively as they can motivate each other and share their knowledge in constructing sentences and writing a text.

The second proposed solution is integrating extensive reading and listening activities into students' weekly routines. Through consistent exposure to comprehensible, interesting, and appropriate leveled input—such as short stories and audio text—students can absorb vocabulary, grammar, and discourse patterns naturally. Following the principle of extensive reading and listening, this activity is not only a reading-in silence activity but also a stage to gain new vocabulary, understanding of a set of grammar rules, and others recorded through a well constructed assessment in a form of journal after every reading (Kampiranon & Chusanachoti, 2023). As a literacy activity every Monday morning, this activity can be held every Friday morning or as a part of P5 activity. Ng et al. (2019) emphasized the benefits of extensive reading in vocabulary gaining

and improving writing ability. Besides, Pamuji (2025) found that extensive listening enhances students' vocabulary knowledge without realizing it.

The third solution involves encouraging the use of dictionaries rather than translation tools. Teaching students how to look up words, understand usage, and gain vocabulary through dictionaries fosters autonomy (Ezeh, et al., 2022). With better vocabulary development, students will perform better in writing activities (Dhuli, et al., 2023). This practice also helps students become independent and reduce over-reliance on automated tools.

4. CONCLUSION

This study contributed to revealing challenges, causes, and solutions in the issue of constructing sentences. Based on the findings, students faced varying difficulties including low vocabulary mastery, poor understanding of grammar, and less confidence. Those challenges are caused by several factors, namely lack of feedback, a lack of time spent in receptive skills, overdependence on digital tools, and peer judgements. Thus, several solutions are proposed to overcome the struggles such as classroom writing, extensive listening, and the emphasis of the use of dictionaries. Researchers also suggest that further studies can gather the data from a larger number and different stakeholders such as the teachers themselves in order to get the full picture of the issue.

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CHALLENGES AND OPPORTUNITIES IN INTERACTIVE LEARNING AS PERCEIVED BY TEACHERS IN VOCATIONAL HIGH SCHOOLS

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Abstract: This research aims to explore the challenges and opportunities in implementing interactive learning methods from the perspective of teachers and students in vocational highschool, where students are more likely to be interested in vocational or expertise subjects. The research method used is qualitative with a case study approach. Data were collected through in-depth interviews with subject teachers and students. The results of this study show that interactive learning methods are quite effective in increasing students' motivation and participation in teaching and learning activities. There are some challenges during the process of implementing this interactive learning method, but the main challenges are how to attract students' attention and limited resources. Students responded positively to this learning method, especially if the learning is presented in the form of games and discussions. This study concludes that the implementation of interactive learning methods requires support from various aspects, including teacher skills, school facilities, and active participation from students.

Keywords: *Interactive Learning, Student Motivation, Learning Challenges, Teacher and Student Perceptions, Teacher's Role*

1. INTRODUCTION

One Traditional teacher-centered teaching methods, such as lectures, often limit the student involvement in classroom learning activities. Furthermore, such traditional methods can hinder students in developing their critical thinking skills.

Therefore, a more advanced teaching method that focuses more on students is needed. One form of teaching method to be discussed is the interactive method in the form of collaborative learning. Although many studies have shown the benefits of this method, there is still a need for in-depth qualitative exploration of how teachers implement this strategy in real classroom situations.

Hence, the purpose of this article is to investigate several aspects related to the implementations of the interactive teaching method. The following are some objectives to be addressed in this article:

1. To understand teacher's perceptions of the interactive learning method when applied in vocational high school, which have different ultimate goals compared to general senior high school.
2. To explore the challenges faced by the teachers during the implementation of this interactive teaching method.
3. To explore the impact of this interactive teaching method on student engagement and learning outcomes.

2. LITERATURE REVIEW

2.1. The Concept of Interactive Learning and the Role of Teachers

Interactive learning is a method that prioritizes students in the learning process. process involving active engagement among educators, learners, and instructional materials. This strategy seeks to enhance student involvement and analytical thinking abilities by means of teamwork. and the utilization of technology (Munir, 2020). In this method, educators also have a significant role in executing the approach, as the The effectiveness of interactive learning greatly relies on how educators promote an engaging educational environment. procedure that adapts to the requirements of students (Kurniawan, 2019). This engaging approach to learning is not unilateral; as highlighted by Vygotsky (1978), there is interactive and dynamic engagement, enabling students to actively build their wisdom.

2.2. Teachers' Perceptions of Technology-Based Interactive Learning

Teachers' beliefs contribute significantly to deciding the extent to which technology and interactive acquisition processes can be implemented in learning. Mutmainnah and Kharerunnisa's studies (2024) Reveals that the majority of teachers hold favorable attitudes toward technology-based Educational media, including interactive programs that enhance the presentation of content and augment the students' motivation. Setiawan dan Prasetyo (2021) agrees but qualifies that such perceptions are considerably influenced by the teachers' knowledge, training, and institutional support. Furthermore, Safitri et al.'s (2020) study indicates that teachers' technological Competency and teaching experience are significant factors in their attitude. Teachers who perceive themselves as being highly competent tend to be more creative and confident in using interactive instructional strategies. On the other hand, untrained and inexperienced teachers might be doubtful and frustrated.

2.3. Opportunities of Interactive Learning in Improving Education Quality

The interactive learning approach has enormous potential to enhance the quality of learning and teaching within schools. The utilization of interactive media, including animated videos, internet-based quizzes, and interactive platforms, has been found to notably increase learners' motivation and engagement (Anggraini et al., 2024). These results corroborate the research of Widodo and Wahyudin (2018), demonstrated through an effective correlation between teachers' positive attitudes towards technology and subsequent effectiveness and student learning outcomes. Innovations in technology for interactive learning enable educators to develop more diverse and engaging ways of teaching, inhibiting the boredom of students and making the learning process more vibrant. This is also supported by government and school policies encouraging technology adoption in learning (Suyadi, 2020).

2.4. Challenges in Implementing Interactive Learning Methods

Despite the promise, there are many challenges involved in using interactive learning approaches. One of the challenges is the lack of facilities and infrastructure, for example, devices and internet access. These conditions force teachers to prepare offline learning media, which can periodically decrease effectiveness of interactivity.

In addition, teachers' technical competence is a significant problem. Even though teachers might have positive perceptions of this method, many still struggle to operate technology optimally due to a lack of regular practice (Putri and Nugroho, 2021). This is also stated in research by Liu et al. (2020) explains the importance of professional training institutions. assist in enhancing teaching skills.

The other issue that emanates from using interactive learning processes is people not wishing to change and fears about the adverse effects of technology, including fewer face-to-face

interaction and overdependence (Rahman, 2019). Therefore, a thorough understanding Teachers need to speak out to overcome these challenges and make use of the best of interactive learning methods.

2.5. Strategies to Overcome Challenges and Enhance Opportunities

To overcome those challenges, several studies suggest that providing support from institutional, teacher training and collaboration are keys to overcome the challenges in implementing interactive learning methods (Tondeur et al, 2017). The training programs itself will be more focusing on developing teachers' technical and pedagogical skills. Increase their confidence and encourage innovation in learning (Kurniawan, 2019).

3. METHOD

3.1. Research Design

This study chooses a qualitative approach with a case study as the design to understand teachers' experiences. This approach is chosen to help the researcher in exploring the teachers' own perceptions. Additionally, direct classroom observations will be conducted to find out the phenomena that occur during the learning process.

3.2. Data Collection

The participants in this study include several teachers, particularly English teachers at a vocational high school in Probolinggo city. In addition, some students will also be involved in the data collection activities to allow the researcher to analysis the outcomes from two perspectives.

Two data collection methods are used in this research: semi-structured interviews and classroom observations. The semi-structured interviews consist of open-ended questions about the teachers' experiences, challenges, and outcomes related to the implementation of the interactive teaching method. Classroom observations aim to capture the dynamics of interaction between teachers and students during the application of this interactive method.

4. RESULT AND DISCUSSION

The findings from this study will be analyzed in depth to explore the challenges and opportunities experienced by both teachers and students during the implementation of the interactive learning method. The researcher has carefully prepared several questions to be used during the interviews to explore these challenges and opportunities in detail.

Table 1. Interview Questions for Teachers about Their Perceptions of the Implementation of Interactive Learning Methods in Vocational Schools

Aspects	Questions Form
Teaching Experience	1) How has your experience been teaching English at this school?
	2) Since when have you been implementing interactive methods in your teaching?
	3) What interactive methods have you used in your classroom?
Implementation of Interactive Methods	4) What are your reasons for choosing those methods?

Challenges	5) How do you carry out the implementation of interactive methods in your class?
	6) What challenges have you faced when applying these interactive methods?
	7) How do you overcome those challenges?
Results and Impact	8) In your opinion, how do students respond to the interactive methods you implement?
	9) Have you noticed any changes in student motivation or learning outcomes after using these methods?
	10) Can you share any notable experiences or incidents during the implementation of these interactive methods?
Reflection and Suggestions	11) What do you consider the strengths and weaknesses of interactive methods?
	12) What advice would you give to other teachers who want to apply similar methods?

The researcher found several interesting findings from the interview regarding teaching experience and the application of interactive learning methods.

First, regarding teaching experience, teachers expressed that the implementation of interactive methods is actually one way to increase students' motivation to learn. Teachers provide discussion opportunities both among students and between students and teachers, which aligns with Vygotsky's (1978) view on the importance of social interaction in the learning process. Furthermore, teachers encourage less active students to come forward and learn through real examples. This practice corresponds with Kolb's (1984) experiential learning theory, which states that learning becomes more meaningful when students are directly involved in the learning experience.

Q: Since when have you been implementing interactive methods in your teaching?

Participant 1: You could say the method is interactive or not. In my opinion, vocational high school students are more motivated by their production classes (major skills). Therefore, it is difficult for them to be motivated by other subjects. Because of this, I try to provide them with space for discussion, whether with their peers or directly with me. In my view, this already counts as an interactive method because there is direct interaction between me and the students.

Participant 2: I usually explain the topic broadly, then invite less active students to come forward when I give questions or exercises. I do this so they can learn directly by using real examples that they can see and experience themselves.

The second point concerns how teachers implement the interactive method in the classroom. Teachers do not explicitly refer to it as an interactive method because, as explained earlier, it is quite challenging to motivate vocational students to engage in general subjects.

Teachers apply practices such as sentence-making games in grammar lessons. This approach can foster healthy competition and increase student involvement in learning. Research by Slavin (1995) confirms that group work and healthy competition in learning can significantly improve student learning outcomes.

Q: What interactive methods have you used in the classroom? What are your reasons for choosing those methods?



Participant 2: Perhaps one simple example is when I teach grammar, especially the tenses section. That material is somewhat difficult, especially for vocational students. Therefore, after I finish explaining, I call several students to come forward. I divide them into groups and invite them to play a sentence-making game. I give them example words or sentences that they will later modify. I choose this method because I believe that learning together with friends increases their motivation, especially with a bit of friendly competition. Besides that, in this way, they indirectly engage with the material and practice without even realizing it.

From Participant 2's explanation above, it can be seen that using the right method can increase students' motivation to learn, even if indirectly. From this statement, it can be concluded that even when the material being taught is quite difficult, as long as the teacher can apply an engaging teaching method, students will naturally participate in the learning process.

Next, regarding the challenges faced by teachers in implementing this interactive method, some teachers believe that the most difficult part is how to capture students' attention during learning. If the teacher fails to attract students' attention before the learning activities begin, students tend to become distracted and not pay attention to the teacher's explanations.

Q: What challenges have you faced when implementing this interactive method?

Participant 3: Perhaps the most difficult challenge is capturing students' attention because if we fail to get their attention, they lack motivation to learn. For example, when I give assignments and they don't understand, they tend to look at their friends' work. Therefore, I have to make sure that before I start the teaching and learning activities, I have the full attention of all students. If not, I will not begin the lesson.

From this, it can be concluded that the implementation of interactive methods also depends on student participation. The interactive method itself is a method that invites students to fully participate in the lesson. Therefore, student attention becomes the main challenge in applying this method. Student attention is a key factor in the success of interactive learning because this method heavily relies on active student participation in the learning process (Wang, H., & Guan, Y., 2022).

The last point concerns the results of implementing this interactive method, along with the advantages and disadvantages directly experienced by subject teachers during the application of this method in teaching and learning activities.

Q: In your opinion, how do students respond to the interactive methods you implement?

Participant 1: In my opinion, the interactive learning method is easier to increase student motivation during teaching and learning activities. This can be directly observed in the classroom, where students are more active in asking questions and thinking along. As for the drawbacks, I think teachers need more practice to use this method effectively because interactive learning requires better planning compared to other teaching methods.

Participant 3: There are quite a lot of benefits from implementing this interactive method. For example, when students learn, I have often seen them appear happier and show curiosity, compared to when I only explain and write material on the board. As for the drawbacks, I feel that applying this learning method requires more effort, whether from myself as a teacher, the use of school facilities, or other factors. That is why I cannot always apply this teaching method.

From the findings described above, it is clear that the interactive learning method provides many positive impacts, especially for students. However, this does not eliminate the existence of challenges and difficulties in its implementation, one of which is how teachers themselves apply

and carry out this method. Support is needed from all aspects, including the teacher's competence, school facilities, and students' attention.

Recent research by Martinez, R., & Johnson, L. (2023) shows that interactive learning methods can increase students' intrinsic motivation and cognitive engagement, which leads to improved learning outcomes. However, despite the many benefits of interactive learning, its implementation is often hindered by limited resources and the greater time required for planning and execution (Nguyen, T., & Tran, P., 2020).

Table 2. Interview Questions for Students About Their Perceptions Regarding the Implementation of Interactive Learning Methods in Vocational Schools

Aspects	Questions Form
Learning Experience	1) How has your experience been attending English lessons using interactive methods? 2) Which interactive method do you like the most? Why?
Keterlibatan dan Interaksi	3) Do you feel more active and involved when learning with interactive methods? Can you describe your experience?
Challenges	4) What difficulties have you faced during learning using interactive methods? 5) How do you overcome these difficulties?
Impact and Outcomes	6) Do you feel your English skills have improved after participating in lessons using this method? 7) Have you noticed any changes in your motivation to learn?
Suggestions	8) What suggestions do you have for teachers to make interactive learning more enjoyable and effective?

In addition to interviews with teachers, the researcher also designed questions aimed at students. This interview was conducted to compare the perceptions of both teachers and students. From these interviews, the researcher found several points that can be used to compare the perceptions of teachers and students.

The results of the interviews conducted with several students show some differences and variations in the experiences they have directly.

The first is about student engagement and interaction during lessons using interactive learning methods. For example, when the teacher invites students to play a sentence-building game in grammar lessons.

Q: Do you feel more active and involved when learning with interactive methods? Can you describe your experience?

Participant 4: At first, I found it difficult because I'm not very good at English. But when the teacher called on me, I started to understand the material a little. It was hard at first, but when explained slowly, I began to understand a bit.

Participant 5: I have trouble if the teacher only explains; I won't understand. Usually, I just follow my friend's work. If they get good grades, I'm sure I'll get good grades too.

From this, there is a clear difference in perceptions directly expressed by students. Students feel it is difficult if the teacher only lectures in front of the class. They need more stimulation and

engaging activities to increase their motivation to learn. Students tend to rely more on their friends rather than trying to work independently, which causes them not to fully understand the material being taught.

Next is about the challenges students face when learning using interactive methods. Some students feel afraid to participate directly in teaching and learning activities.

This phenomenon aligns with research by Smith et al. (2023), which found that students who are less actively involved in learning tend to have difficulty understanding the material and rely more on classmates, which indirectly hampers the development of their learning independence.

Q: What difficulties have you experienced during learning using this interactive method?

Participant 6: I'm afraid of making mistakes when suddenly asked to come forward like that. I often refuse, but the teacher always says it's okay to make mistakes, and we will correct them together.

From these interview results, it can be seen that the teacher's role is not only to provide academic knowledge. By applying interactive methods like this, teachers indirectly help students develop their self-confidence. This greatly influences students' futures by getting them used to accepting mistakes, whether intentional or unintentional.

The implementation of interactive learning methods that support mistakes as part of the learning process can increase students' confidence and courage to actively participate (Lopez & Gonzalez, 2022).

Finally, suggestions given through students' perceptions regarding the application of interactive learning methods indicate that they feel more interested if teaching and learning activities often use concepts like games, discussions, and others.

Q: What suggestions do you have for teachers to make interactive learning more enjoyable and effective?

Participant 6: Maybe increase learning activities that involve playing games. I find it more interesting to learn that way rather than just listening to the teacher talk alone in class.

From this, it can be seen that students enjoy learning using interactive learning methods. They feel more enthusiastic about learning, although sometimes there are still one or two students who do not fully understand the material provided by their teacher.

CONCLUSION

Based on the analysis of interview data with several teachers and students, this study concludes that the implementation of interactive learning methods has great potential to improve the quality of education in vocational schools. This method has proven effective in increasing students' motivation, participation, and engagement in the teaching and learning process. Students feel more interested when classroom learning is presented in interactive forms such as games or group discussions.

However, the implementation of interactive learning methods also faces several challenges. One of them is how to grab and hold students' attention in the face of distractions in the classroom. The time needed for preparation and facility constraints also become challenges.

For this learning approach to be successful, teachers play a critical role. In addition to teaching content, teachers are also in charge of fostering a positive learning environment, encouraging student interaction, and offering sufficient assistance to those students who need it. In order to effectively design and implement interactive learning methods, teachers must also possess the necessary skills.

Therefore, extensive support from multiple parties is required to maximize the benefits of interactive learning methods. In addition to providing teachers with ongoing training, schools must

have enough resources and facilities. Additionally, students must be motivated to engage in active participation and assume accountability for the educational process. Interactive teaching techniques have the potential to be a successful way to raise the standard of instruction in vocational schools given the correct backing.

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