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CONTENTS

THE USE OF THE COCOMELON YOUTUBE CHANNEL AS A MEDIUM FOR INTRODUCING CHILDREN'S ENGLISH VOCABULARY

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Abstract

YouTube is a video-watching application that is very popular in today's society. Therefore, people can access YouTube anywhere and anytime. Not only ordinary videos, but nowadays, YouTube is also used for academic purposes for children. Children can also learn English by watching stories, music, or YouTube videos. Various videos on YouTube can be helpful. Be accessed easily, one of which is through the Cocomelon Channel. This study aims to explain using the Cocomelon YouTube channel as a learning medium for vocabulary recognition for children aged 6-12 years. This research is a case study with a qualitative method in which the researchers take observation and interview as the data collection technique. The participants in this study were children aged 6 to 12 years. From the children's feedback and interviews with parents, the result shows that using Cocomelon's YouTube channel can affect the addition of new vocabulary for children.

Keywords: Children, Vocabulary, YouTube, Cocomelon

INTRODUCTION

Education is the most important thing to get attention. That is because the educational goals themselves create a new generation ready to be born to compete with others in global competition. According to Cummins (2005), government policies support the education of particular languages in schools and, in some cases, actively prevent the maintenance of other languages, usually those of subordinates. By doing so, we believe that we should make efforts to influence the educational process. Other languages here are languages that can be used to communicate with others worldwide. English is recognized as one of the languages used as a common language to bridge communication between people and is the most suitable language to use in education as a guiding language for teaching and learning processes. English is essential in the education and learning process at school and at home. Learning English requires appropriate learning methods to increase student's interest and desire to use English in learning activities

that are fun and attractive to students (Albiladi et al., 2018; Krishnan et al., 2020). Learning English given to students has a goal, namely, so that students can fluently communicate using English orally and in writing and by their social context (Subekti, 2019).

Early childhood English learning is a process of introducing foreign languages to children, consisting of several language components that are part of the language program. Generally, the language components consist of grammar, vocabulary, and pronunciation (Binarkaheni, 2019). Thus, the substance of English learning activities for early childhood includes language competencies and skills that are taught in an integrated manner in everyday life. In this age of globalization, where science and technology are constantly advancing, it is essential to learn English early to prepare a generation with understanding knowledge to be competitive. Given that English is the world's standard language, children should be allowed to learn it early. An early start is ideal when learning any language, especially one as complex as English. As a child grows and matures, his or her knowledge base expands. English for kids learning is beneficial because the language is now present in all aspects of life.

Many young families are now raising children with two or more languages. The reasons are very diverse. Some suddenly have to live abroad because they have a foreign husband or wife or want their children to know a foreign language from an early age. Many parents also believe that teaching children a new language early is more profitable because children absorb new languages more easily without hard effort (Ibrahim et al., 2021). The ideal time to teach children a new language is from birth to 3 years of age. This age range coincides with when children learn to speak, where their minds are still open and flexible. However, ages 4 to 7 are also the best time to teach a second language to children because they are still processing several languages in one go. They built a second language system along with the first and learned both languages like the natives. Children over seven years are not too late to learn a second language (Pinter, 2017; Saville-Troike & Barto, 2017). Because the third ideal time to learn a second language is around the age of 8 until puberty, new languages will be stored in a separate area in the brain after entering puberty. As a result, the child must first translate the language or use his first language as a pathway to a new language.

Introducing English to children much sooner can help them stay ahead of their peers. It takes years to learn a language. However, it is not just about learning a language; it is about constantly refining and mastering the skills children have acquired. Studies show that learning English faster helps children understand other languages more quickly and more accessible (Adam et al., 2022; Nengsih et al., 2022). Children spend more time teaching, less restraint, and most importantly, they have a brain designed for language learning. Education is essential, and learning proper English early is also necessary to improve their quality of life. Children at an early age rely heavily on receptive skills (in terms of listening) in acquiring English vocabulary. In addition, providing exciting media can stream the absorption of English vocabulary for children. Introducing vocabulary to children is expected through media that can foster interest in learning so that the vocabulary they learn will continue to stick in their memory and can be applied in everyday life. One of the most effective ways is to introduce vocabulary as early as possible through audiovisual media in the form of animated pictures with songs.

Introducing English as a second language starts from the beginning of a child's development (August & Shanahan, 2017; Paradis & Jia, 2017). Children gradually begin to recognize and

get used to using the new words. In this case, children also have a highly developed ability to understand what they are saying, even if they do not understand individual terms. Voice tones, gestures, facial expressions, and actions help convey what a message can mean. By understanding the information, they learn new words, concepts, and phrases and begin to understand the language. It must be taught via attractive media to attract their interest in learning a language; it would be better to use images or video media to imagine what they see and hear. The growth of technology has significantly impacted life in the modern era. The existence of the most recent device is strongly intertwined with the advancement of technology. Technological advancements benefit many aspects of human life, yet they can also affect human behavior patterns. Everyone, regardless of age, is aware of technological advances and device complexity. Even at a young age, children were tricked by the intelligence of smartphones with several programs and social media. The applications on the device provide a variety of features that can entice users.

YouTube is one of the most popular online applications for children (Neumann & Herodotou, 2020). To make the viewing experience safer for children, YouTube created the Youtube Kids Channel, where parents can limit their children's searches (Mullick et al., 2018). Children's videos have always been the most popular on YouTube. More than 10 million people subscribe to YouTube Kids' search results (Imaniah et al., 2020). According to data from 3,154 families, 80 percent of children aged 0 to 7 use YouTube, with 59 percent using YouTube Kids. Most of them use their parents' cellphones to access YouTube, and a few have personal phones. Children watched 4-9 minute videos for an average of 1.39 hours per day and 1.47 hours every weekend. Games, toys, nursery rhymes, humor, and animal films are topics children are exposed to regularly. The child can remember events more quickly if they watch videos on YouTube. Not only can YouTube make studying more critical, but it also makes it more enjoyable (Alimemaj, 2010). Learning and educational outcomes are influenced by certain design concepts employed in creating video content for children (Izci et al., 2019; Veblen et al., 2018).

The YouTube Kids channel is essential in bringing kids together by providing a fun learning environment (Yelland, 2016; Burroughs, 2017). The YouTube Kids channel features programming suited to the interests of children. YouTube uses visuals and audio to give users a better knowledge of how to remember events for a long time. Because YouTube is considered an interactive language-learning resource, using it in the classroom might attract students' interest (Cox, 2011; Rahman & Ja'afar, 2018). Cocomelon-Nursery Rhymes is one of the YouTube Kids broadcasts that include learning for early childhood. Children's psychology and learning processes are hugely affected by music content (Mullick et al., 2018; Rahman et al., 2021). Children can also use YouTube to increase their language learning opportunities. Furthermore, YouTube is a great social media platform that helps worldwide education (Lin et al., 2009; Alhamami, 2013). Teachers are increasingly using YouTube to teach English (Duffy, 2008; Handrianto et al., 2020) since it is quick and enjoyable (Terantino, 2011; Alhamami, 2013). Children can learn English by watching stories, music, or YouTube videos. Only a few studies have looked into the effectiveness of YouTube in helping children learn languages. A YouTube study has only looked at how effective it is for teachers in teaching and learning and how it could be used for other reasons (Handrianto et al., 2021).

Vocabulary learning is considered essential to language development (Nunan, 1999; Hidayati, 2020; McCarthy & Carter, 2014). The words they acquire can be a solid foundation for better learning for children (Herlina et al., 2021). Introducing English as a second language starts

from the beginning of a child's development. This is done not to teach children to learn English directly but to provide basic knowledge of English through words and their first experience in knowing English. Introducing English to children must adjust it to their level of development (Rahman et al., 2022). The scope of the material is relatively simple such as animal names, numbers, fruit names, family, etc. Early childhood audiovisual media effectively increases the introduction of English vocabulary (Saripah, 2016). Children comfortable with technology have access to YouTube and can pronounce English words daily. After studying it, the researcher discovered that the child enjoyed watching videos on Cocomelon's YouTube channel. This phenomenon is described and explained by this researcher as using the Cocomelon YouTube Channel to master children's English vocabulary related to verbs, nouns, adjectives, commands, etc. Cocomelon had the second-largest rise in YouTube channel subscribers in 2019, with a gain of almost 36 million subscribers, closing the year with 67.4 million. Meanwhile, in 2022 Cocomelon will have 132 million subscribers with 124 million impressions. This study is expected to answer the following questions: What does Cocomelon's YouTube Channel influence as a medium for introducing children's English vocabulary?

METHODS

This study uses qualitative research with the case study method (Harrison et al., 2017; Atmowardoyo, 2018; Busetto et al., 2020). Data is collected through observation and interviews, followed by describing the results of English vocabulary acquisition. The data characteristics are descriptive, and the emphasis is on the outcome rather than the process. The objectives will be to describe how Cocomelon's YouTube channel can influence children 6-12 years old to acquire English vocabulary. Researchers conducted interviews related to the problems studied to the parties concerned, the children's parents who watched Cocomelon Channel YouTube videos. This observation is directly on the subjects studied, specifically children aged 6-12 years who always listen to songs on the Cocomelon Channel at home and their parents who play some videos from Cocomelon Channel to introduce their children to English. The researchers used observation and face-to-face interviews with the children's parents to find out the impact of the Cocomelon YouTube Channel as a medium for introducing children's English vocabulary. The question and answer occur with back and forth communication between the interviewer and the interviewee to explore the problems studied.

FINDINGS AND DISCUSSION

The results of observations from children who listen to songs on the Cocomelon Channel and interviews with children's parents are that the video content can help parents stimulate children's enthusiasm for language learning in an exciting way that is liked by children, namely through singing. The parents who played the video repeatedly could memorize some English vocabulary unconsciously for their children. This is a new beginning for the children in increasing their language and how to pronounce them.

According to interviews conducted with parents, the Cocomelon Channel has a tremendous influence. It is also beneficial for children to understand basic vocabularies such as the names of days, animals, fruits, and others. Singing while learning a new language can arouse children's interest and encourage them to respond well. Using audiovisual media in the form of animation media can increase a great sense of interest in learning and increase mastery of English vocabulary. Audio-visual-based media can stimulate children's understanding through stories with learning themes that are packaged as attractively as possible so that children can easily understand and

want to watch the video. Moreover, animation media with songs is the process of creating motion effects. It can also be a change in the color of an object inside, animation media is also in the form of moving images and emitting sound projected through the projector lens. In this case, it is also explained that video is a communication tool to convey the information in a lesson.

The researchers found that using Cocomelon's YouTube channel could introduce English vocabulary to children. With the children's feedback and parents' interviews, using Cocomelon's youtube channel can affect the addition of new vocabulary for their children. This proves that learning through audiovisual media such as the Cocomelon YouTube channel is influential in introducing English vocabulary. It also proves that parents can stimulate children's learning enthusiasm how they like, such as through singing, and make the best use of technology through their preferred application (Tiara et al., 2021). According to parent interviews, the Cocomelon Channel had an excellent and helpful influence on children's understanding of the names of things in English. Watching Cocomelon is educational and valuable for children because children can recognize the names of objects in English, and children can explore the videos they like on their own. When children enjoy watching videos on the Cocomelon Channel, it allows children to quickly understand and memorize the nouns mentioned in the video because, without realizing it, when played repeatedly, it will be easy for children to digest.

The introduction of nouns is packed with visual themes and catchy songs, making children enthusiastic about watching them. This is because learning English with songs as a learning medium has several advantages: first, songs are a linguistic resource; songs can be a medium for language recognition by strengthening grammar and vocabulary; and second, songs can be a medium for language recognition by enhancing grammar and vocabulary. Second, songs are an affective/psychological resource; songs can pique children's interest in English and encourage them to respond positively. Third, songs are cognitive resources; they can improve a child's memory, concentration, and coordination, making it easier to grasp a song's content. Fourth, the song can serve as a cultural and social resource because it is well-known and straightforward to comprehend. Learning through audiovisual media, such as the Cocomelon YouTube channel, is linked to the senses of sight and hearing, allowing children's minds and bodies to receive the information presented in the video instantly. The audiovisual media used is by the role of the functions and benefits of audiovisual media, namely acting as a means of making the learning process easier to understand objects, events, or materials needed in learning, serving to direct children's attention to concentrate. Researchers also found that learning through audiovisual media in children aged 6-12 has advantages such as being able to be used repeatedly; able to present and explain the material in a way that children like; presenting images and sounds that can increase the child's focus; (4) audiovisual media such as YouTube application can be done anywhere because it is easy to access.

The goal is to develop cognitive skills by providing stimuli in the form of moving images and sounds and conveying messages to influence attitudes and emotions. Furthermore, the best way to learn to use audiovisual is through a video on Cocomelon's youtube channel. If used appropriately, the video content on the Cocomelon YouTube channel offers a wide range of options for children and will help them. One of them is the enjoyable introduction to and mastery of other languages. Thanks to YouTube, children can master everything faster, keep it in their brain memory, and use it in everyday life. Unintentionally, the child's mouth would speak a word or sentence that he had first seen and heard. Children's ability to investigate the environ-

ment increases because of the rising amplitude of coordination and motor control was followed by a more extraordinary ability to ask inquiries using words that others can understand.

Vocabulary has an essential role in human life for understanding passage and also communicating ideas, emotions, and feelings. It is taught in both oral and written forms. Sihotang et al. (2017) stated that their vocabulary determines students' ability to read and understand a lesson. Mastering a foreign language means knowing many words. The function of vocabulary is to be arranged or arranged in one sentence to develop speaking, listening, reading, and writing skills to be understood by others. As a group of all the words that someone or everyone understands, they will be used and arranged into new sentences. Alqahtani (2015) said that vocabulary knowledge is often viewed as a critical tool for second language learners so that in the daily experience, people consider learning a lot. Still, in actual condition, it is stored in their memories. People experience or understand many things and keep them in memory, and the brain manages them. Sometimes, people are difficult to recall their memories. Rahmadhani (2015) stated that vocabulary should be taught early since speech is essential in language learning. Exciting activities and a pleasant learning atmosphere are needed to influence and motivate children to master it (Subekti, 2020). The words they acquire can be a solid foundation for better learning for children.

Children's language mastery is helped by sounds, both in words and sentences (Safitri & Hakim, 2018). In introducing new vocabulary, the teacher must make variations and make the teaching and learning process more enjoyable. It is essential to provide lots of variety in learning. In addition, teachers and parents should consider the four principles for teaching vocabulary, as suggested by Nunan. The four principles for teaching vocabulary are as follows; the first is to focus on the most useful language. First, the second is to focus on the vocabulary correctly, the third is to pay attention to high-frequency words, and the last is to encourage students to reflect and be responsible for learning (Hakim, 2019; Subekti, 2021). Previous research has shown that YouTube is important in learning English (Bunna et al., 2020). YouTube is effectively used in teaching and learning English. Based on the research results, teaching programs that use YouTube can increase students' motivation to learn English and provide opportunities for teachers to teach English better.

CONCLUSION

Children are enjoyed watching videos on Cocomelon's YouTube channel after studying it. They also can master everything faster, keeping it in their brain memory, and use it in everyday life. If used appropriately, the video content of Cocomelon Channel offers a wide range of options for children to learn English vocabulary excitingly. Through this video-based song on the Cocomelon channel, children get used to hearing simple words through videos, making it easier for parents to introduce English with the help of the Cocomelon channel. Children are also actively asking what they see or say in the video. The limitation of this study is acknowledged in future research. Future research might analyze children's communication skills, particularly in English, and their behavior changes. The future result might have better outcomes and give a detailed explanation of the impact of YouTube on children. Evolved from a Channel that only focuses on introducing the alphabet to Cocomelon with the icon of a small child with his family, which makes Cocomelon even more popular because of its attractive and funny video content but still educational valid and liked by children. Vocabulary development can be developed with various media such as illustrated cartoon media, story media, animated films, etc.

Cocomelon's YouTube channel is one of the teaching media that can be used to assist in the development of children's vocabulary because songs based on cartoon animation are media that present audiovisual and motion messages. Therefore, the film gives an impressive impression to the audience, especially children. Children generally like this film media because of the attractive animated image characters along with the rhythm of the song, which is exciting and easy to remember by the children themselves. For parents, considering watching an animated video on Cocomelon's Youtube Channel can introduce children to new English vocabulary. Parents also can apply it and take an emotional approach so that children feel comfortable while learning. Parents should always support learning activities that children like and continue to use the environment as an interactive medium to introduce English vocabulary directly and always continue to repeat and invite children to chat so that children's vocabulary develops more. Parents must continue to control the shows that their children watch and always accompany them while watching the Cocomelon channel, as well as provide direction to children on the good and bad impacts of the videos they watch and keep children from getting addicted. Parents still have to work well with their children to choose films and media that are educational for their children's learning process, both in introducing language and norms and behavior in society.

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TEACHING INDONESIAN L2 LEARNERS ACADEMIC WRITING: A PROPOSED INSTRUCTIONAL MODEL

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Abstract

This article reports a proposed instructional model to teach the second language (L2) academic writing in education with citations and references to learners in English Education departments. The model is suggested to be implemented in two semesters in a row. In the first semester of the implementation, learners are to take essay writing and academic reading courses simultaneously. In the former, learners learn to write coherent and cohesive sandwich paragraphs, do peer reviews, and write five-paragraph essays in education without citations and references. In the latter, learners familiarise themselves with various academic sources, write in-text citations and reference lists using Microsoft Word Reference Manager, paraphrase and summarise information from journal articles, and write a short paragraph using citations and references. In the second semester of the implementation of the model, learners take an academic essay writing course which is the progressing combination of the two aforementioned courses in the previous semesters. In this writing course, learners write two 1,200-word essays in education with citations and references from at least five sources. During the implementation of the model, a no-plagiarism policy is upheld through teachers' emphasising on paraphrasing and checking learners' works with plagiarism checkers before submission. Gradual progress is continuously monitored through teachers' feedback on progress. All in all, the model emphasises step-by-step progress in L2 academic writing supported by ample writing preparation time and continuous feedback on progress.

Keywords: L2 academic writing, instructional model, peer reviews, academic reading

INTRODUCTION

Second language (L2) writing is complex (Hyland, 2003) and thus it may pose challenges for L2 learners (Shukri, 2014). This may be attributed to the complexity of writing, including the need to have a good command of grammar, mastery of vocabulary, and good organisation.

Many studies suggested that L2 learners of English struggled in writing (Ahmed, 2010; Stæhr, 2008; Subekti, 2017, 2018b, 2018a). In an Egyptian context, a study by Ahmed (2010) found that Egyptian learners of English had difficulty writing thesis statements, topic sentences as well as sequencing and transitioning ideas. In a Danish L2 context, a quantitative study by Stæhr (2008) involving 88 learners from the lower secondary level found that learners' receptive vocabulary size was strongly correlated with their L2 writing abilities, suggesting that the more vocabulary learners mastered, the higher writing abilities they tended to have. Regarding grammar mastery for writing, several studies in the Indonesian context, furthermore, reported that learners from English departments still needed to improve their mastery of grammar, especially in complex sentences, which were found to be the most frequently written in L2 writing (Subekti, 2017, 2018b, 2018a).

L2 academic writing, a part of L2 writing, furthermore may also be a 'spectre' for learners. In a rather early, yet relevant publication, Steinman (2003) stated that academic L2 writing presents challenges. They must deal with "the obvious linguistic and technical issues such as syntax, vocabulary, and format" (p. 80) and become familiar with academic rhetoric, especially that of native speakers (Steinman, 2003). In line with that, M. Wang (2011) pointed out that there are differences between L2 writing in English and first language (L1) writing and these differences could be challenges for L2 learners. She, for example, mentioned that in Chinese writing, her L1, mentioning a quote from famous scholars does not necessitate citations. In English writing, in comparison, not doing so may lead to an accusation of plagiarism (M. Wang, 2011). Y. Wang (2012) mentioned that L1 and L2 academic writing are different in the level of the lexicon, including word formation and word choices, in sentence levels such as sentence pattern and subject, and the level of passage such as organisation, attitude towards quotations, attitudes towards good writing as well as writing conventions. Simply put, it suggests that L2 learners need to deal with many aspects to be able to write well in L2 and thus well-designed instruction is needed to teach L2 learners academic writing.

Specific about learners studying in English Language Education departments, being prepared as future teachers of English, they normally have specific courses sharpening their skills, including writing (Subekti, 2018a). Through writing classes, as their study advances, the writing classes they take typically progress, for example from paragraph writing, and essay writing, up to academic or research paper writing, preparing them for writing their thesis where learners need to conduct research and write up the reports, connecting the research results and previous studies. Regarding this, in this article, I will share a suggested instructional plan to teach learners in English departments to write academic articles on the topic of education with citations and references.

DISCUSSION

To facilitate learners to write an academic essay with citations and references, preparations begin in the previous semester through an essay writing course and an academic reading course regardless of the class nomenclature.

Essay writing course

This essay writing course should ideally facilitate learners to write essays in several genres, for example, descriptive, expository, and argumentative. This course is to facilitate learners to write coherent and cohesive expository and argumentative essays with relatively good grammar

upon completion. Learners are not required to write using an explicit reference to literature or sources on the internet. However, when they do, they do not need to write any citations and references, but they have to paraphrase their statements to avoid reckless copy-paste issues. At the beginning of the course, a no-plagiarism policy should be introduced, which means that any works which contain copy-paste parts would be heavily penalised, for example, given a zero.

Depending on whether an English language education programme has a paragraph writing course in the preceding semester before learners take this course, three meetings or four should specifically be dedicated to learning to write good paragraphs. Learners are facilitated to understand that a good paragraph should have a main idea and to be able to write such paragraphs. In this case, a sandwich paragraph containing a topic sentence as the first sentence of the paragraph, several sentences providing supporting details, and a conclusion sentence at the end (Savage & Shafiei, 2007; Well, 2013; Whitaker, 1992) could also be an option. This style of a paragraph may provide a straightforward flow of ideas (Whitaker, 1992) and facilitate uniform standards in the writing assessment. This may be the case since writing assessments often give teachers a heavy workload. Thus, having this structure of paragraphs could not only facilitate learners to organise their ideas but also help teachers in assessing learners' works. At this point, learners being able to produce a well-written descriptive and well-written expository paragraph would be an indicator of success.

After learners could write a sandwich paragraph, they are facilitated to write an expository essay consisting of five paragraphs, one introduction paragraph, three body paragraphs, and one conclusion paragraph. They could choose to write an expository essay on the topic of education or other topics. Around six meetings can be allocated for this single task. Learners are introduced to the concept of a thesis statement located in the last sentence of the introduction paragraph (Miller & Pessoa, 2016; Savage & Mayer, 2005). Sentences preceding the thesis statement should state the importance of discussing the topic of the essay stated in the thesis statement to attract readers' attention. The thesis statement introduces the contents of the three body paragraphs that follow. The body paragraphs that follow are in the form of sandwich paragraphs which learners have practised writing in the previous meetings. Hence, when writing the three body paragraphs of their essays, learners are practically repeating what they have learned previously, this time, with increased quantity. Furthermore, learners are facilitated to understand that a conclusion paragraph contains the restatements of the body paragraphs previously mentioned. During the six meetings, learners are expected to make step-by-step progress and the progress is given spoken feedback from the teacher. They are also introduced to peer reviews where their works are given comments by their friends for improvement (Zhu & Carless, 2018). In the second last meeting for this essay, teachers can check all learners' works in a plagiarism checker to ensure that all the works are original and free from copy-paste parts. Learners are let know which parts they should paraphrase before they submit the final works for grading. By this time, learners may have been familiar with a five-paragraph essay structure.

The next task is for learners to write a five-paragraph argumentative essay in education. Six meetings can be dedicated to this task. At this stage, learners practically recycle most of the previous materials, writing sandwich paragraphs, a thesis statement, a prologue at the beginning of the introduction paragraph, and a conclusion paragraph. However, at this stage, they learn how to choose a standpoint on an issue in education whilst at the same time acknowledging that some people may disagree with this standpoint for all the reasons. For example, learners

can argue that online learning gives many advantages. However, they also need to acknowledge that some people may see that online learning has several drawbacks. The goal of their argumentative essay is to convince readers that their standpoint is strong regardless of these opposing arguments. To achieve this, learners can dedicate one of the three body paragraphs to state the opposing arguments and debate these arguments, maintaining the strength of their standpoint. This experience of acknowledging the conflicting ideas could be a preparation for learners when they need to compare various studies when doing literature reviews in their thesis (Snyder, 2019). The same as the previous task on writing an expository essay, learners are given chance to do peer reviews and to have the teacher check their works with a plagiarism checker to maintain the quality and the originality of their works.

There are several key points regarding the sequence of the essay writing course: regular spoken feedback, peer reviews, plagiarism checking, and ample preparation time. First, throughout the course, learners are expected to make step-by-step progress, for example, writing a new paragraph in each meeting. This progress is regularly given spoken feedback. In this case, whilst written feedback may have been more popular in L2 literature (Wen, 2013), spoken feedback offers more practicality to writing teachers (Tree & Clark, 2013), especially when many learners are taking the writing course. Spoken feedback can be timelier than written feedback and may also help avoid delayed feedback, for example in the case of written feedback where teachers need some time to prepare. Hence, learners can revise their work sooner. Secondly, the use of peer review activities enables learners to learn from each other and encourages cooperation (McLucas, 2021). Through reviewing their friends' works, they may also realise mistakes they previously overlook in their works (Subekti, 2022). Furthermore, teachers checking learners' works for plagiarism before they submit the works for grading is very important. That is to send a strong message to learners that plagiarism or cheating is strongly prohibited (Bakhtiyari et al., 2014; Nugraha et al., 2020). However, as several learners may not be familiar with the no-plagiarism policy introduced at the beginning of the course due to no or limited prior exposure to it, teachers check learners' works, for example, the final drafts, in a plagiarism checker before the final submission to ensure that there is no learner committing plagiarism either intended or unintended. Furthermore, throughout the course, learners are 'only' expected to write several isolated paragraphs at the beginning and two five-paragraph essays. This is to facilitate them to spend more energy and resources for drafting and editing their works per the spoken feedback. Hence, the final works could be of good quality (Subekti, 2022). Asking learners to write many pieces of writing during a short period may lessen their chance of evaluating their works as they 'jump' from one writing piece to the next without sufficient editing process, hence the relatively limited number of tasks to complete in this course.

Academic reading course
This academic reading course should ideally expose learners to academic sources they likely use in the thesis writing stage. Among several types of sources likely used, at this stage, learners can be introduced to journal articles, books, and book sections. Depending on learners' level, teachers may introduce several more as well.

In the first four meetings, learners are introduced to the importance of a reference list at the end of academic articles and detailed information on academic sources such as authors, the title of articles or books, journal names, volume, edition, pages, editors' names, and publishers (Saint Mary's College of California Library, 2020). In the ELT world, for example, American Psycho-

logical Association (APA) 7th Edition is the most widely used citation and reference style and as such teachers can focus on this style throughout the semester. Teachers can facilitate them to be familiar with the 'layout' of academic sources and where they can typically find details of academic sources. Learners can also be facilitated to differentiate between journal providers such as Elsevier or Springer and journal names. By the end of the fourth meeting, learners are expected to be able to produce a reference list with complete details using Microsoft Word Reference Manager, which necessitates recording details of academic sources in the correct slots provided (Microsoft, 2022). The use of reference manager applications allowing automatic filling is discouraged to ensure learners can identify details of academic sources correctly.

The next five meetings can be allocated for paraphrasing and summarising information in journal articles or books. Learners are facilitated to differentiate between research articles and theoretical perspective articles and the typical headings in such articles. In these meetings, they are also tasked to summarise information regarding research objectives, methods, and participants they find in a journal article. Through this task, learners practice scanning where learners look for specific information (Yusuf et al., 2017). Learners may use this technique as well when they have to read many academic sources in their later academic writing stage. Thus, this course could facilitate them to be familiar with this technique.

The last seven meetings are allocated not only for sharpening their paraphrasing and summarising skills but also for introducing learners and making them familiar with writing in-text citations and corresponding references, thus facilitating them to understand the danger of plagiarism in the academic world (Bakhtiyari et al., 2014). Learners differentiate between direct sources and indirect sources and how they differ in in-text citation forms. The goal of these seven meetings is for learners to be able to write a short coherent and cohesive sandwich paragraph with in-text citations and corresponding references. This goal is linked to knowledge learners learned from the essay writing course conducted concurrently in the same semester as the academic reading course. In comparison, whilst in the essay writing course learners are expected to write essays without citations, in the academic reading course, they are to write 'only' a short paragraph on the topic of education, only this time, using citations and references from at least two journal articles, emphasising reading for writing purposes. Teachers give several journal articles for learners to select. The ample time allotted makes it possible for individual consultations where teachers can give feedback for learners' improvement and learners who write such paragraphs for the first time can edit their works based on the teachers' feedback minimising their mistakes and learning from them (Zhang & Hyland, 2018).

The key points regarding the sequence of the academic reading course are focused materials and learning intensity. During the semester, learners continuously deal with academic sources. They learn the detailed identity of the sources and how to record them to create good references, their typical parts, or headings, and how to paraphrase as well as summarise some information from these sources. Whilst teachers may be tempted to teach learners several other aspects of academic reading, it is also important to design the instruction in such a way that it is not overwhelming for learners considering that this is their first intensive encounter with such academic texts. Providing consultations where learners can check their understanding and correct their mistakes before they submit certain tasks could help make a more pleasant academic reading experience and alleviate the anxiety that may arise in the process.

Academic essay writing course

By the time learners take the academic essay writing course, learners have been equipped with knowledge on how to write coherent and cohesive essays without citations in the essay writing course and on putting information from academic sources into a paragraph with citations and references from the academic reading course. In this academic essay writing course, learners will 'combine' what they have obtained in the previous two classes through writing essays with citations and references.

In the class, learners are expected to write two 1,200-word essays, each of which should have citations and references from a minimum of five academic sources, preferably journal articles as journal articles provide more up-to-date issues and information in the field (Harzing, 2018). In this course, learners freely decide their topic in the scope of education and freely select their references for that purpose. Of the 16 meetings, the first nine meetings are allocated for writing the first essay, whilst the remaining six are for the second essay. The greater number of meetings allocated for the first article is attributed to the fact that it is learners' first experience in writing such essays. Likewise, the smaller number of meetings for writing the second essay is due to learners' growing familiarity with the task, thus needing less time. However, teachers can always be flexible. For example, if learners have completed their first essay faster than scheduled, teachers can start assigning the second essay earlier, for example by increasing the minimum number of words in the second essay. Drawing upon the sequence of essay writing course taken by learners in the previous semester, this academic essay writing course maintain several aspects, for example, peer reviews, individual consultations on progress, and plagiarism checking before final submission.

Perhaps one of the obvious challenges in this class is learners' differing progress in reading journal articles and writing essays as they are given freedom in the selection of journal articles they use. This may cause a disparity in learners' achievement. However, teachers can design formative assessments allowing multiple drafting thus assessing learners' writing progress (Zhang & Hyland, 2018). It could motivate learners to submit their progress more regularly (Zhang & Hyland, 2018). Besides studies reported that Indonesian L2 learners generally have positive attitudes toward formative assessment (e.g.: Kristiyanti et al., 2021).

After taking the aforementioned essay writing course and academic reading course in the same semester, and the academic essay writing course the semester after, at this point, learners have generally been able to express ideas in written form using literature support from various academic sources. In other words, they have also been accustomed to reading academic sources independently for academic writing purposes. From this, learners may progress relatively smoothly to the next writing courses such as proposal writing or thesis writing courses.

The sequence that has been presented in teaching L2 learners academic writing can be summarised in an instructional model seen in Figure 1.

Semester (n-1)	Semester (n)

An essay writing course
1. Paraphrasing without writing citations
2. Writing sandwich paragraph
3. Writing thesis statement
4. Writing two 5-paragraph essays without citations
5. Consulting progress to the teachers for feedback
6. Doing peer reviews
7. Checking works in plagiarism checkers to avoid plagiarism

An academic essay writing class
1. Writing two 1,200-word academic essays in education using in-text direct or indirect citations and the references in APA style
2. Using at least five academic sources, preferably journal articles, to write the aforementioned essays
3. Consulting progress to the teachers for feedback
4. Doing peer reviews
5. Checking works in plagiarism checkers to avoid plagiarism

An academic reading course
1. Identifying details of the identities of academic sources (authors, title of articles, and others)
2. Writing APA references using Microsoft Word Reference Manager
3. Paraphrasing and summarising information from academic sources and writing in-text citations in APA style
4. Differentiating direct citations and indirect citations
5. Writing a short paragraph on an education topic with in-text direct or indirect citations and the corresponding references
6. Using at least two academic sources selected from several that teachers have provided
7. Checking works in plagiarism checkers to avoid plagiarism

Figure 1. Proposed Model of Sequence in Teaching L2 Learners Academic Writing

Figure 1 warrants further comments. As can be seen in Figure 1, in terms of writing, the academic essay writing course is the progression of the essay writing course where learners progress from writing essays without citations and references to writing ones with citations and references. In terms of academic reading, the academic essay writing course is the progression of the academic reading course where learners progress from reading at least two sources for writing a short paragraph to reading at least five sources to write essays. In practice, learners may feel the need to use more than five sources. As can be seen in Appendix 1, an example of essays written by a learner taking the academic essay writing course, nine sources, instead of only five, were used to write the essay, which may suggest that learners are willing to read more academic sources than required to write their essays.

CONCLUSION

There are several points to highlight regarding the proposed model for teaching L2 academic writing. The model highlights the step-by-step progression in two semesters during which learners' are progressing from writing a paragraph and essays without citations and references

to writing essays with ones. In the process, they also progress from having limited knowledge about citations and the corresponding references to writing essays with ones. Hence, in the process of learning L2 academic writing, they also are getting familiar with reading academic sources extensively and independently. The key idea is to not expect too much too soon in L2 academic writing, hence the ample time allocated for learners to work on each learning objective. During these two semesters, learners may also develop a good academic culture of avoiding plagiarism through teachers' emphasis on paraphrasing and checking learners' work for plagiarism before submission. Teachers' presence in monitoring learners' progress and giving them feedback is paramount as well.

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APPENDIX 1. An example of learners' academic essays

The Benefits of Using Movies as a Language Learning Media

Abstract

One of the parts affected by the development of technology is the world of education, especially language learning media. The influence of technological developments makes people who learn a language have many choices of learning media. One of them is movies. Movies are considered one of the effective learning media because movies give some benefits for students, especially to develop students' language skills. These skills can be developed through movies because movies provide real-situation learning. Real-life situation learning can help students achieve the target language more naturally. Moreover, movies also make the learning atmosphere less pressure and stressful. The pleasant learning situation will certainly make the learning process easier. This essay aims to explain the four benefits of using movies as a language learning media.

Keywords: [language, learning, media, movies]

INTRODUCTION

In this increasingly advanced world of education, the media for learning is also growing. One of the education areas affected by technological advances is the language learning field. Now, if someone wants to learn a language, they can use the learning media available. One of the learning media that is often used in language learning is movies. Learning by watching movies is considered an innovative way to teach language (Istanto, 2009). It called innovative because learning through movies does not use the traditional method, namely the transfer of knowledge from teacher to student. Besides, Qiu (2017) stated that movies are an effective media for learning because it has a lot of positive impact on students. Learning through movies makes students feel more fun learning than the usual way of learning (Istanto, 2009). So, learning through movies can be considered an effective media because it makes learning fun. Moreover, learning through movies makes the learning process less stressful and pressure for students (Albiladi et al., 2018). It says less stress and pressure because students can learn in their way and they do not have to rely on teachers to explain. Therefore, this essay will focus on the benefits of using movies as a learning media in language learning classes.

DISCUSSION

First, movies develop students' vocabulary and grammar. Hu (2006) in Mushtaq and Zehra (2016) stated that movies provide visual and auditory material equally, which helping students to learn grammar and vocabulary. Grammar and vocabulary learning requires a lot of effort and time (Byram & Mogan, 1994 in Istanto, 2009). It may be because of the different grammar rules between their first language and the foreign language they learn. When watching a movie, students will usually listen and observe each scene (including the use of the language). The process of obtaining knowledge through watching movies can occur consciously or subconsciously (Mustaq & Zehra, 2016). By watching a movie, students will remember the material they have learned and compare it with the movie content while enjoying it (Mustaq & Zehra, 2016). Moreover, Mustaq and Zehra (2016) stated that movies make students' learning absorption easier because they can see the relationship between the material they learn and the application in real life. Commonly, students are often confused about the use of vocabulary they have learned in a real-life situation. Through watching movies, students develop their vocabulary while learning about using a vocabulary under the proper context (Istanto, 2009). To sum up, movies help students build their vocabulary and grammar by observing and taking insight from movies.

Second, movies develop students' listening skills. Qiu (2017) stated that watching movies can help students develop listening skills because they contain listening and processing activities. According to Qiu (2017), listening is a skill in a language that requires activeness in doing it. Therefore, Wang and Miao (2003) in Qiu (2017) stated that movies could be used for learning media or developing listening skills. Students will focus on each scene, observe, and trying to understand the content when watching a movie. According to Xi-chun and Meng-jie (2015), movies can develop their listening skills by triggering their excitement. Thus, the learning atmosphere will wake up pleasantly then students will not feel the burden to learn. Furthermore, movies using targeted language make students feel the real-life situation (Xi-chun & Meng-jie, 2015). It will train students to get used to the native language to

facilitate their acquisition of a language. In conclusion, movies help students develop their listening skills by making students active listeners and practicing their listening skills in real-life situations.

Third, movies develop students' speaking skills. Teachers use the movies in the speaking class because speaking is not an easy thing to do and sometimes it makes the class feel the pressure (Irsyad & Narius, 2013). That is why the teacher has to choose learning media that does not burden students or make them unmotivated to learn. One of the learning media that can be used is movies. Movies help students to develop their speaking by sharing their opinion about the content. For example, Irsyad and Narius (2013) provide cartoon movies as the material in their speaking class to not feel the burden when learning. After the students watched the movie, they were asked to share their thoughts about the movie in groups. This group work aims to reduce the students' speaking anxiety (Fitria & Muna, 2019). Fitriah and Muna (2019) stated that speaking anxiety issues students' confidence in speaking. Therefore, to make students active in the speaking class, this anxiety must be minimized. Movies can reduce speaking anxiety in students (Ismaili, 2013). That is because learning through watching movies can make students learn without feeling pressured. Murugan and Razali (2013) stated that movies could build a fun learning atmosphere that will encourage students to express their opinions freely. In addition to reducing anxiety, speaking about movies in groups also trains students to have initiative, creativity, and independence (Irsyad & Narius, 2013). All in all, movies help students develop their speaking skills by reducing their speaking anxiety by building a fun atmosphere.

Fourth, movies develop students' critical thinking. Murugan and Razali (2013) argue that watching movies then questioning after watching can sharpen students' critical thinking. The questions given should refer to questions that can trigger the critical thinking of the student. These questions are questions according to the movie they watch and are arranged in varying forms. For example, questions about their responses about the movie's problem, their opinions about the movie's ending, the moral value they get, and so on. Furthermore, Schirta (2011) in Mustaq and Zehra (2016) suggests learning to use movies that can involve students in the form of collaboration, using their thoughts, creativity, and memorization. These things will trigger students to think more critically about the questions asked. Inviting students to watch a movie and then continued the activity with answering some questions will make students learn in need and use the new vocab to convey their thoughts (Ismaili, 2013). The sentence-making activity is also one of the activities to develop critical thinking. They have to make sentences with the appropriate vocab and grammar to show the results of their thoughts and their creativity communicatively. All in all, movies help students develop their critical thinking by answering the various questions related to the movie they watched to demonstrate their understanding.

CONCLUSION

The paragraphs above have explained the benefits of using movies as a media for learning a language. The first is that movies help students hone their vocabulary and grammar skills by observing and sampling the application from the movies they watch. The second is that movies help students develop their listening skills. That is because movies make them practice listening in real-life situations. The third is movies help students develop their skills by reducing speaking anxiety by building a fun learning atmosphere. Fourth, movies help students to sharpen their critical thinking through question-and-answer activities after watching a movie. These questions are a list of questions that students have to answer based on their understanding of the movie. These things make movies become one of the language learning media that worth it for the teacher to apply to the classroom.

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UNDERGRADUATE STUDENTS' PERCEPTIONS TOWARD SELF-ASSESSMENTS

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Abstract
In the current education context that encourages students to be independent learners, self-assessments have gained more attention as one of the effective ways to support self-learning. However, teachers in Indonesia seem hesitant to use self-assessments because they assume that students cannot understand and perform self-assessments. Therefore, the research is aimed to know about undergraduate students' perceptions toward self-assessments, which can result in knowing students' comprehension of self-assessments. The research was conducted at an English Language Education Program (ELEP) from one of the private universities in Central Java, which involved 42 students from the 2018 academic year who had passed Teaching Skills Courses (Teaching English for Young Learners, Teaching English for Adult Learners, and Teaching English for Specific Purposes). A questionnaire consisting of close-ended and open-ended questions was used to collect the data, and the data were analyzed using statistical analysis and content analysis methods. From the results, it was found that the participants reacted positively toward self-assessments. The participants felt content and helped when doing self-assessments, and they also knew the benefits and the importance of it. Furthermore, it was found that they were able to carry out self-assessments appropriately and showed their preference for self-assessments, such as comparing with criteria or making reflections. Therefore, it can be concluded that the teachers' previous assumptions can be considered inaccurate. The study is hoped to help teachers consider implementing self-assessments more in their courses and help them design suitable self-assessments.

Keywords: Assessment, self-assessments, students' perceptions, self-evaluation

INTRODUCTION

Self-assessments have grown importance in the education context over the years for its various benefits toward students. Self-assessments can be used by students to self-evaluate the quality of their work and choose strategies for work improvement (McMillan & Hearn, 2008). It can

also potentially influence students to the extent of improving their success rates in the classroom, as stated by Ćukušić et al. (2014). Therefore, it may be highly strategic to implement it in a modern education context.

Previous studies have discussed the effects of self-assessments, which can bring positive or negative effects. Research by Baleghizadeh and Masoun (2013), for example, revealed that self-assessments could bring positive effects. Students could attentively judge their works through criteria given by their teachers and improved their English skills. In contrast, Ross (2006) stated that self-assessments also had weaknesses. One of the most feared weaknesses was students' biases in their self-assessments and thus inaccurately using self-assessments. This action could bring negative effects for students, which might result in a low quality of work. Other studies were about students' perceptions toward it, which found that students felt more confident and motivated when they could accurately assess themselves (Muñoz & Alvarez, 2007).

Unfortunately, teachers hardly implement self-assessments in Indonesia's education context as claimed by several researchers (Rahayu et al., 2021, Wicaksono et al. 2022; Wisnu & Pradana, 2020). One of the reasons can be found in Rahayu et al.'s (2021) research, which found that teachers presumed students' incapability to self-assess themselves and students' limited comprehension of self-assessments. In other words, teachers rarely use self-assessments because they may be unclear of students' points of view regarding self-assessment, such as the way they perceive the process of self-assessments. Therefore, the research is conducted with the purpose of knowing Indonesian undergraduate students' perceptions toward self-assessments. This research is going to find out the students' feelings, opinions, and behaviors regarding self-assessments. The writer hopes that the teachers can highly consider using self-assessments more in their teaching from students' responses. By knowing these, teachers can design and implement self-assessments that are suitable for Indonesian students. Therefore, the study aims to answer the following research question: How do undergraduate students view self-assessments?

Definition of self-assessments
Self-assessments are defined as self-evaluations where students analyze their performance and match it with their goals according to the criteria (Andrade & Du, 2007). According to Brown et al. (2015), self-assessments include a description (such as determining work features of students) and an evaluation (such as determining whether their performance is satisfactory enough or not). To sum up, self-assessments can be in any form and any kind without any specific parameter. As long as there is an action where students evaluate their work quality and consider the areas of improvement, it can be considered as self-assessments.

Characteristics of self-assessments
There are three fundamental characteristics apparent in self-assessments. First, self-assessments need to be criterion-referenced in order to evaluate performance (Brantmeier et al., 2012). In other words, self-assessments need to have a set of fixed criteria that can determine whether the students have done the task satisfactorily. Second, self-assessments are an ongoing process of learning. In a previous study of self-assessments, Andrade and Du (2007) explained that students will keep track of their work in a definite set of time while they are still working on the task or immediately after the task has been submitted. Therefore, self-assessments happen while the task is ongoing and can still happen after that. Lastly, the purpose of self-assessments is inherently to produce long-term improvements through recognizing their strengths and what

needs to be improved for their skills (Desjarlais & Smith, 2011). It means that self-assessments are not merely about the current task, but it also determines performance of the future tasks as students try to improve their skills.

Levels of self-assessments

Brown and Harris (2014) categorized self-assessments into three main categories based on the levels of performance and students' thought process complexity. The three levels of self-assessments were a basic level, an intermediate level, and an advanced level.

In the basic level, Brown and Harris (2014) stated that students at this level do self-assessments by simply determining how well they do their tasks. It can be from reviewing their performance or task, such as counting how many correct answers students can get in a test or quiz (Jones et al., 1977; Wan-a-rom, 2010; as cited in Brown & Harris, 2014). This activity requires a simple thought process, hence why it is categorized in the basic level. However, this activity does not really develop students' critical thinking because it relies on the basis of guessing, and students create their own criteria to determine their improvement. Therefore, improvement of ability may be very limited in this level, which does not optimally serve the purpose of self-assessment.

In the intermediate level, Brown and Harris (2014) stated that students do self-assessments with the assistance of external sources (such as teachers' evaluations and models). The models can be in the form of videos, others' works, or even teachers' explanations of the work process. Self-assessments can also be done by comparing the current task with the previous task. As long as students can correct their work based on decided standards through the determined examples, it can be considered as self-assessments. However, Panadero and Alonso-Tapia (2014) argues that students may not be able to self-assess if teachers do not explicitly teach them. When there is no explicit instruction to do self-assessments, students may not know which aspects of their work they need to fix. Even, they may not self-assess themselves at all because they think it is not required. Thus, the purpose of self-assessments in the intermediate level has not also been fully optimized.

In the advanced level, Brown and Harris (2014) suggest that students need to be given rubrics or criteria that contain rating scales or checklists to influence them in making a deep analysis for self-assessments. At this level, students are required to think deeply about whether their works have matched with the description of their desired ratings or checklists. Students could also make reflective journals in this level as they undergo deep and critical thought of their performances. Looking at the subject, which is undergraduate students, rubrics are the most necessary one in contrast with the action of comparing students' works by their own made-up rating or with given models. This is because university students need to think more critically and deeply about their performances, which can be done through rubrics that give explicit criteria (such as the characteristics that their work needs to possess in order to get satisfactory scores in terms of writing organization).

The effects of self-assessments

The effects of self-assessments vary for everyone, there may be positive or negative effects on the students. This section is going to discuss previous studies from various researchers that found the negative and positive effects of self-assessments. The effects are in terms of the students' performance and self-regulation in learning.

According to the study by Rolheiser and Ross (2013), self-assessments can be used for future improvement of students' work through matching their work with provided descriptions or criteria in the rubric. By comparing the criteria with their work, they can determine their quality of work and try to revise it based on their expected criteria. Moreover, self-assessments include the process of self-evaluation where students can identify their skills' forte and limitations (Shatri & Zabeli, 2018). When knowing their limitations, they can focus more on improving their concerning skills and reach breakthroughs that match their expectations. Therefore, students can significantly increase the quality of their work as their strengths can be highlighted, and their weaknesses can be reduced.

However, there are also arguments against the effective use of self-assessments regarding their effects on students' performance. Epley and Gilovich (2005) claims that students can overestimate their skills as they deny their lack of ability, thus resulting in poor performance (as cited in Brown et al., 2015). It may be the case when talking about short-term effects, but overestimation can still result in students' improvements in long-term effects. Students may overestimate their work because they are too confident, so they are still likely to persist when meeting failure. Butler (2011) claims that students with a positive bias toward their work significantly improve their scores after a long term, while negative bias is the one that should be concerned more as it can lead to undeveloped abilities for low achievers. However, negative bias can also have a different case for high achievers because it can prompt them to improve their abilities and performances.

Second, self-assessments can promote self-regulation by giving students a sense of control over their learning. According to Punhagui and Souza (2013), self-assessments include the process of students progressively monitor their own learning. They can revise their works through evaluation with criteria at any time and place they want to (Fahimi & Rahimi, 2015). This means that not only they can correct their work at their own pace, but they can also control their learning processes. Therefore, self-assessments may most likely play a fundamental role in students' self-regulatory learning.

However, giving self-assessments to the students may mean more things that they need to consider in producing their work. Students may see self-assessments with various criteria inside of it as burdensome and overwhelming. A study by Panadero and Romero (2014) finds that students can be overwhelmed with self-assessments, leading to avoidance behavior of their tasks. The avoidance behavior can escalate to the extent where students abandon their tasks until there are externalities that drive them to do the task, such as deadlines or their teacher's pressures. Therefore, self-assessments can make students feel overwhelmed, which in turn can make them avoid self-regulating themselves.

Students' perceptions toward self-assessments
There are clashes of views regarding self-assessments, some students can react positively toward the effects of self-assessments, and some can disagree. Such as a study done by Andrade and Du (2007) found that students felt improvements in their skills because they knew what to expect from their work. They are confident to make better academic work because they know what they will receive for their desired criteria. Another study by Wang (2016) showed that students perceived self-assessments through rubric as beneficial as it can make them realize what they should do to reach the standard criteria in their task. However, Wang also states that some of the students disagree as they feel that the description is not detailed enough to make them

have significant improvements. Nevertheless, most of the students perceive self-assessments as one of the most effective ways to increase their academic ability.

In regards to students' self-regulation, a study by Ratminingsih et al. (2018) showed that students feel a growing responsibility for their work through the built habit of revising their work. In other words, students can feel that they need to take their learning into their own hands from the responsibility. Furthermore, a study by Andrade and Du (2007) shows that students feel they plan more on what they should do for their work with self-assessments through rubrics as the trigger. Therefore, students feel they need to plan and execute the plan by their initiatives. However, Andrade and Du also point out that some of the students disagree as they feel they are only following the standards of their teacher. They further explain that because the teacher determines the grade in the end, students fall into thinking about what is suitable for their teacher's taste rather than focusing on improving themselves. Therefore, even though students do the work independently, they still think they rely too much on their teacher to make good quality work. What is certain, students are not of a single identity, and each student has different perceptions of self-assessments.

METHODS

The study was conducted at the English Language Education Program (ELEP) from one of the private universities in Central Java. A quota sampling method was used to determine the participants. In other words, the participants were chosen because they could pass the determined criteria (Perry, 2011). The participants were 42 undergraduate students from ELEP 2018 academic year who had passed the Teaching Skills Courses (which were Teaching English for Young Learners, Teaching English for Adult Learners, and Teaching English for Specific Purposes). The reason for using these criteria was because the participants have gone through several courses which apply self-assessments as a part of learning and have ample experience in designing various assessments during the chosen courses. Therefore, the participants were able to give comprehensive opinions about self-assessments.

A questionnaire was used to collect the data from the participants. It was developed based on the literature review, and it contained a combination of close-ended questions (fourteen questions) and open-ended questions (five questions). After piloting the instrument, the questionnaire was revised according to the answers of the pilot participants. The data were analyzed using a statistical analysis method for the close-ended answers and a content analysis method for the open-ended answers. The gathered data were categorized based on the following categories: Students' feelings in doing self-assessments, students' opinions toward self-assessments, and students' behaviors when doing self-assessments. Answers from the closed-ended questions were presented in a form of bar graphs and used as a basis for students' views toward self-assessments. Lastly, answers to the open-ended questions were presented in two ways, which were in a form of tables (for the total of occurrences found in the answers), and descriptions to provide elaborations behind their views based on the categories.

FINDINGS AND DISCUSSION

The study is aimed to know undergraduate students' perceptions toward self-assessments. The analysis is divided into three main themes: Students' feelings in doing self-assessments, students' opinions toward self-assessments, and students' behaviors when doing self-assessments.

Students' feelings in doing self-assessments

This section explores students' feelings when they are doing self-assessments. To explore the students' feelings, there were two questions provided. The first question was a close-ended question, "Do you enjoy doing self-assessments?" and the second question was an open-ended question, "What do you feel when doing self-assessments?".
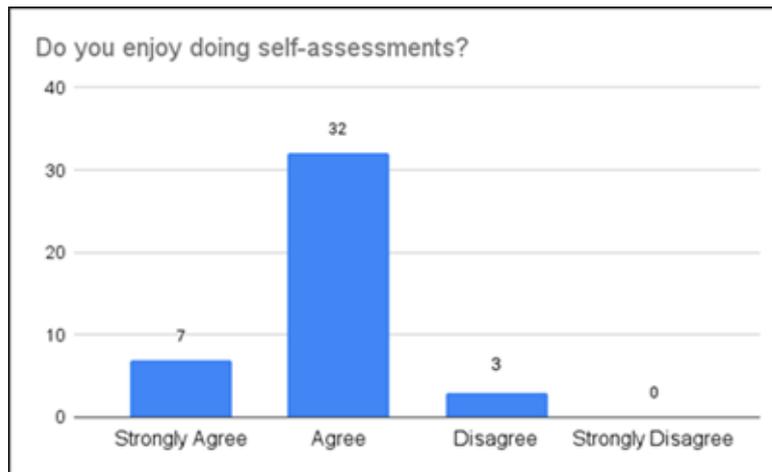
Figure 1. Students' Feelings in Doing Self-assessments

As shown in Figure 1, 92.86% of the participants reacted positively toward self-assessments. It was found that almost every participant enjoyed doing self-assessments. Responses of agreement were the highest, with 32 participants agreeing that they enjoy self-assessments (76.19%). Furthermore, responses of strong disagreement were the lowest (0%), with no participants extremely disliked doing self-assessments.

Table 1. Students' Feelings in Doing Self-assessments

No.	Feelings	Occurrences	Percentage
1.	Content	19	32.76%
2.	Helped	14	24.14%
3.	Enthusiastic	8	13.79%
4.	Apprehensive	9	15.52%
5.	Disappointed	5	8.62%
6.	Confused	3	5.17%

Another evidence that students liked self-assessments was shown in the open-ended responses (Table 1). From the number of occurrences the participants gave, 70.69% of the occurrences were found to be positive feelings. For the rest responses, 29.31% of the total occurrences were participants' negative feelings toward self-assessments.

Most of the participants gave positive words such as feeling content, helped, and enthusiastic. Frequently given answers were related to how self-assessments gave feelings of contentment (32.76%) and support (24.14%) to the participants in knowing their abilities and accomplishment. On the other hand, the participants gave negative words related to their feelings of apprehension, disappointment, and confusion when doing self-assessments. Participants' negative responses were frequently about their feelings of fear for not being able to understand their works (15.52%) and disappointment for not reaching the expected criteria (8.62%).

Below were some responses from several participants. S15 shared that self-assessments were helpful to evaluate and know what the participants had achieved. S24 and S27 also shared their feelings of contentment when doing self-assessments.

> *Saya merasa lebih terbantu dengan adanya self-assessment, itu sangat penting dan berguna untuk mengetahui kelebihan ataupun kekurangan dan dapat mengevaluasi pencapaian diri.*

> I feel helped with self-assessments, it is essential and useful in order to know my strengths or weaknesses, and I can evaluate my accomplishment. (S15/translated by the researcher)

> *Saya merasa puas ketika sudah melakukan evaluasi kemampuan diri saya sendiri*

> I feel content when I have self-evaluated my own abilities. (S24/translated by the researcher)

> *Saya merasa bangga karena bisa menilai pekerjaan saya sendiri, saya bisa melihat seberapa usaha saya dalam mengerjakan tugas tersebut.*

> I feel proud because I can evaluate my own work. I can see how much effort I put in doing the tasks. (S27/translated by the researcher)

The participants also expressed some concerns in the open-ended answers. S14 expressed her feelings of fear when doing self-assessments and S18 felt confused in understanding their abilities when doing self-assessments.

> *Takut jika tidak memenuhi standard kriteria dan tidak percaya dengan hasil kerja sendiri.*

> (I feel) afraid if I cannot pass the standards' criteria, and (I feel) unsure about the results of my works when I self-assess. (S14/translated by the researcher)

> *Terkadang bingung memahami sifat, karakter; maupun kemampuan sendiri.*

> Sometimes (I feel) confused in understanding my traits, character, and abilities. (S18/translated by the researcher)

While sometimes, participants had mixed feelings toward self-assessments. They could have negative feelings on one side and positive feelings on the other side. They could feel apprehensive or disappointed, but they also realized that self-assessments were useful. The evidence can be seen in the responses of S30, S33, and S41.

> *Saya merasa sedikit gugup karena harus menilai diri saya sendiri dan saya juga belum tau apakah penilaian saya terhadap diri sendiri sudah tepat atau belum. Tapi saya juga senang karna saya bisa mengevaluasi diri saya sendiri jika hasil dari self assessments saya sendiri kurang tepat dengan apa yg saya kira.*

> I feel a little nervous because I have to evaluate by myself and I also do not know whether my self-assessment is already appropriate or not. But I am also happy because I can evaluate myself if the results of my self-assessments are different from what I assume of my work previously. (S30 / translated by the researcher)

> *Saya merasa lebih nyaman dan tenang. Namun terkadang apa yang saya harapkan tidak sesuai dengan hasil yang saya dapatkan. Jadi, terkadang perasaan saya kecewa.*

> I feel more comfortable and calmer. However, sometimes what I expect does not match with the results I get. So, sometimes I feel disappointed. (S33/translated by the researcher)

> *Merasa lega karena dalam mengerjakan jadi lebih teliti. Namun kadang juga merasa kurang percaya diri karena takut tidak sesuai ekspektasi.*

> (I feel) Relieved because I can become more thorough in doing my work. However, sometimes, I also feel apprehensive because (I feel) afraid of not meeting my expectations. (S41/translated by the researcher)

From the above results, it could be proven that most of the participants felt positive in doing self-assessments. While they might have mixed feelings about self-assessments, it was undeniable that self-assessments were helpful for them to evaluate their capability. These results support the existing evidence from Brantmeier et al. (2012), who found that most students liked self-assessments because it gave them the ability to appraise and increase their academic performance. Similarly, the participants also felt content, helped, and enthusiastic because they realized the use of self-assessments in evaluating and improving their work.

Students' opinions toward self-assessments
This section attempts to reflect the nature of self-assessments based on the students' opinions. There were thirteen questionnaire items used to attain students' opinions toward self-assessments, which contained ten close-ended Likert scale items and three open-ended questions. There are two main points discussed in this section: Students' definition of self-assessments, and the benefits and challenges in self-assessments.

An open-ended question was used in order to investigate how students define self-assessments. All of the participants' answers were similar, in the way they defined self-assessments as an activity of self-evaluation. However, 42.86% of the participants had not explicitly stated their purpose for doing self-assessments, with the rest clearly stated their purposes for doing it (57.14%). The responses from S17, S22, and S39 could illustrate the point on the lack of purposes in the participants' definition of self-assessments.

> *Self assessment adalah penilaian dan evaluasi terhadap diri sendiri*

> Self-assessments are an assessment and an evaluation to oneself. (S17/translated by the researcher)

Menilai diri sendiri, dapat berupa tugas yang diberikan oleh dosen. Atau mempre-diksikan nilai yang akan didapat dalam tugas , sebelum dosen memberikan nya.

Self-assessment can be in a form of assignments given by the teachers or a predic-tion of the grade that will be obtained in an assignment before the teachers give it. (S22/transalted by the researcher)

Penilaian atau memperkirakan target tugas mandiri kita, dan melakukan evaluasi mandiri.

Assessing or predicting our own tasks' target and doing self-evaluations. (S39/ translated by the researcher)

It could be seen that the participants did not explicitly state on which aspects they should eval-uate, such as evaluating performances, abilities, and other aspects. It could mean that several participants were not aware of the self-assessments' purposes.

Table 2. Students' Opinions toward Self-assessments

No.	Purposes of self-assessments	Occurrences	Percentage
1.	To evaluate our abilities	8	29.63%
2.	To evaluate our performances/tasks	7	25.93%
3.	To increase our performances/abilities in the future	6	22.22%
4.	To evaluate our understanding of certain materials	4	14.81%
5.	To motivate ourselves to work	1	3.70%
6.	To know our own progress in learning	1	3.70%

Table 2 presented the purposes found in the participants' open-ended answers. The highest occurrences were related to the purposes of self-assessments to evaluate participants' abili-ties (29.63%), with the other top answers were about self-assessments to evaluate participants' performances/tasks (25.93%) and to increase participants' performances/abilities in the future (22.22%). Participants' responses below could illustrate on self-assessments were used to eval-uate participants' abilities (S9), to evaluate participants' performances/tasks (S23), and to in-crease participants' future performances/abilities (S6 and S34).

Penilaian terhadap diri sendiri dari segi pengetahuan, kreativitas, dan skill yang lain yang berguna untuk mengetahui kemampuan diri kita sendiri

A self-evaluation in terms of our knowledge, creativity, and other skills, which are useful to know our own abilities. (S9/translated by the researcher)

Menurut saya self-assesment adalah tindakan yang diri sendiri lakukan dalam me-nilai atau menentukan seberapa tepat atau benar tugas yang kita kerjakan.

In my opinion, self-assessment is an action that we take for assessing or determining how appropriate or correct the task we are doing. (S23/translated by the researcher)

> *Self-asssessment sendiri menurut saya adalah tempat dimana saya dapat melihat kembali seberapa jauh kemampuan saya didalam bidang studi yang sedang saya jalani ini. Dimana saya juga bisa membenahi diri saya untuk menjadi lebih baik.*

> In my opinion, self-assessments are where I can look back on how far my abilities are in the field of study that I am currently having. I can also improve myself to become better. (S6/translated by the researcher)

> *Self assessment adalah bentuk refleksi diri. Dimana saya merefleksikan apa yang telah terjadi dan membuat peningkatan di kemudian hari.*

> Self-assessments are self-reflections, where I reflect on what has happened and make improvements in the future. (S34/translated by the researcher)

From the above results, it could be inferred that the majority of the participants were already aware of self-assessments' purposes, and they could explicitly state the purposes. In contrast, some participants might still be unaware of it. Without the definition of self-assessments, its importance was not able to be highlighted. The participants might not know why they should carry out the activity of self-assessments, which means they might not know which aspects of themselves they need to improve on. Similar to what had been discussed by Andrade (2019), which concerned on the lack of self-assessments' purposes from the definition of other researchers, especially the lack of self-assessments purpose for increasing performances. She further stated that without the act of improving performance, self-assessments would possibly be a futile activity.

However, looking in a positive light, it could be determined that participants had already known that doing self-assessments meant they needed to carry out self-evaluation. This supported the existing claim that self-assessments needed to include an evaluation of performances (Andrade & Du, 2007; Brown et al., 2015). It could signify that the participants were on the right track, as they know that self-assessments were not merely a task given by their teachers, but it is for their own use in determining their capabilities.

Next, we will discuss the benefits and challenges that the students faced when doing self-assessments. The benefits and challenges were investigated mainly on two aspects, which were in terms of students' performance and self-regulation.

Table 3. Students' Opinions toward Self-assessments

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
I think self-assessments are useful in determining and evaluating my abilities	21.43%	69.05%	0.00%	9.52%
I think self-assessments are effective in helping me improve the quality of my tasks	11.90%	78.57%	0.00%	9.52%
I think there is a long term improvement in my abilities after doing self-assessments	11.90%	76.19%	9.52%	2.38%
I think I become more confident when doing self-assessments	11.90%	69.05%	16.67%	2.38%

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
I think criteria given by the teacher are not clear for me to understand what needs to be improved from my assignment.	7.14%	23.81%	59.52%	9.52%

Table 3 indicated that most of the participants believed in the benefits of self-assessments for their performances. They believed that self-assessments were useful to identify and evaluate their abilities (90.48%). This led to the belief in improved work quality (90.47%) and long-term improvement of their abilities (88.09%). Furthermore, participants believed that they became more confident when doing self-assessments (80.95%). In addition, it was found that 69.04% of the participants understood the criteria given by the teacher as they considered it clear enough.

Table 4. Students' Opinions toward Self-assessments

Benefits of Self-assessments	Occurrences	Percentage
Determining and evaluating abilities	21	32.81%
Improving abilities	13	20.31%
Helping in understanding needs	8	12.50%
Understanding self-growth	6	9.38%
Increasing motivation	6	9.38%
Increasing work quality	5	7.81%
Helping in setting strategies for improvement	4	6.25%
Increasing confidence	1	1.56%

Further evidence was shown in Table 4, which contained the participants' responses to the open-ended question. From 32.81% of the total occurrences, it became apparent that many students viewed self-assessments as useful in determining and evaluating their strengths and weaknesses. The second highest occurrences showed that self-assessments could be used to hone their abilities (20.31%). Below, S1 and S5 mentioned the benefits of self-assessments in determining their potential and honing their performance.

Manfaat dari self-assessments untuk mahasiswa menurut saya untuk membantu mahasiswa melihat potensi yang ada dalam dirinya dan motivasi untuk melakukan / menghasilkan sesuatu yang lebih baik.

The benefits of self-assessments for students in my opinion are to help students notice their potential and motivate them to do/produce things better. (S1/translated by the researcher)

Meningkatkan kemampuan dalam menganalisa dan mencari peluang, memperbaiki standar diri dalam mengerjakan sesuatu, dan meningkatkan hasil pembelajaran.

Improving the ability in analyzing and looking for opportunities, improving self-standards in doing things, and improving learning outcomes. (S5/translated by the researcher)

From the excerpts, it was known that self-assessments were helpful in identifying the participants' strong and weak points. With the identification, the participants could design strate-

gies for improvement of work and ability. This is in line with Shatri and Zabeli (2018), which claimed that self-assessments were used for students to consider their strengths and weaknesses. In return, it could be beneficial for students' future improvements (Rolheiser & Ross, 2013).

Table 5. Students' Opinions toward Self-assessments

Challenges in Self-assessments	Occurrences	Percentage
Confusion in determining own work	16	33.33%
Subjectivity in evaluation	9	18.75%
Too much time required	6	12.50%
Unclear criteria	6	12.50%
Unconfident with own work	7	14.58%
None	4	8.33%

Conversely, participants found challenges in self-assessments, as illustrated in Table 3 and Table 5. Based on Table 5, the top occurrences were students' confusion in identifying their work appropriately (33.33%) and their subjectivity in self-appraising themselves (18.75%). Another evidence was shown in Table 3, which around 30.96% of the participants revealed that they did not know which aspect of their work that they need to improve on and they needed clear criteria. Challenges that the students had in self-assessments were reflected in the answers from S26, S16, and S1.

> *Kesulitan self-assessment yaitu kadang kali saya tidak bisa mengukur berapa nilai untuk tugas saya maupun dimana letak kesalahan saya saat mengerjakan tugas.*

> The difficulty of self-assessments is that sometimes I cannot evaluate the grade for my assignment or where my mistakes are in the assignments by myself. (S26/translated by the researcher)

> *Karena self-assessment bersifat subjektif, jadi terkadang dalam penilaian kita bisa melebih-lebihkan ataupun mengurang-kurangkan penilaian.*

> Because self-assessments are subjective, so sometimes in our assessment, we can overestimate or underestimate the evaluation. (S16/translated by the researcher)

> *Kesulitannya, kalau tidak ada patokannya, butuh waktu yang tidak sebentar karena perlu merefleksikan kembali setiap prosesnya. Kalau ada rubriknya, mungkin akan jauh lebih mudah untuk mengingat kembali apa saja yang sudah diusahakan dalam mengerjakan sesuatu.*

> The difficulty is, if there are no criteria, it will take a long time because I need to reflect back on each of my processes. If there is a rubric, it might be much easier to remember what I have worked on in doing certain things. (S1/translated by the researcher)

From the S26 and S16, it was implied that students' confusion and biased markings were because of participants' inability to self-evaluate themselves accurately. It is also noted in S1's

answer that students could evaluate their work more efficiently with a rubric. It was already known that a rubric could provide detailed and explicit criteria (Brown & Harris, 2014). It means that the challenges of self-assessments were mainly on students' accuracies in self-evaluating their work. To know the gravity of the problems, there was a close-ended question regarding the participants' opinions of their accuracies in self-evaluation.
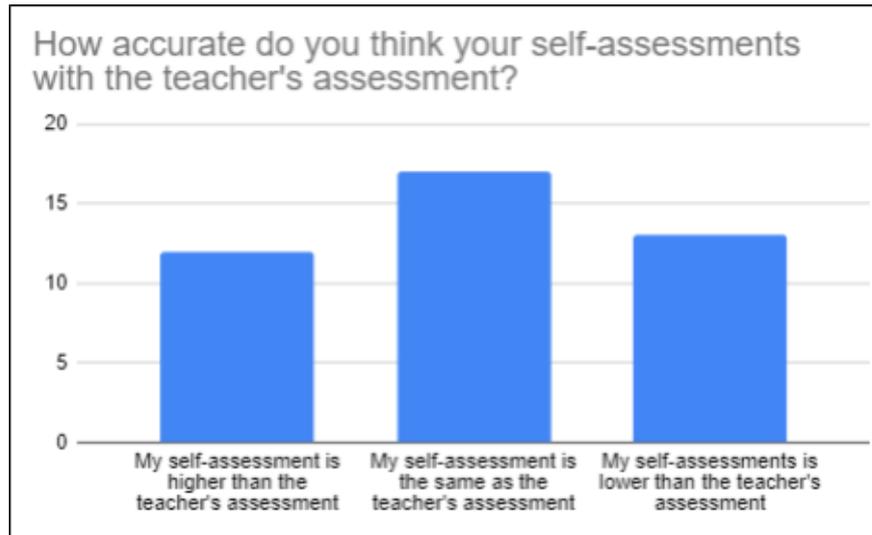
Figure 2. Students' Opinions toward Self-assessments

Figure 2 checked on students' accuracy in self-evaluation. The data showed that 40.48% of the participants stated that the scores they gave in self-assessments for their works were the same as the scores given by their teachers, meaning that they could appropriately self-evaluate themselves. This could signify that the problem of subjectivity did not frequently occur to the majority of the participants. The second highest data showed that 30.95% of the participants gave lower scores to their work than the teachers, which meant that they sometimes looked down on their own work.

Interestingly, the challenges in self-assessments sometimes could also have a positive side when they underestimated their work. It can be seen in S14's response where the participant became more motivated to learn after finding a challenge in self-assessments.

> *Kesulitannya adalah dengan diri sendiri, dimana diri saya sendiri kurang percaya diri dengan hasil kerja saya sehingga saya harus cek beberapa kali bahkan saya bertanya pada teman. Juga jika ada sesuatu yang kurang paham harus mencari sumber dulu supaya lebih paham dan tepat ketika memperbaiki hasil kerja.*

> The difficulty is within me, I am not confident in my work so I have to check it several times and even I need to ask my friend. Also, if there is something not understandable during self-assessments, I need to look up the materials first to understand more and can appropriately improve my works. (S14/translated by the researcher)

Referring to S14's response, it could be found that challenges in self-assessments might trigger her to seek more understanding of the materials. In other words, she underwent the process of deep analysis of her work, which was still beneficial for the participant. Therefore, the feelings

of underestimating one's work might bring a positive side to the students in the learning process. This result was in line with Butler (2011), which stated that when the students underestimated their work, sometimes it might encourage them to enhance their performance.

Table 6. Students' Opinions toward Self-assessments

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
I think it is necessary to do self-assessments repeatedly for each task even without teachers' order	7.14%	80.95%	9.52%	2.38%
I think self-assessments make me feel more independent in doing my work.	7.14%	83.33%	4.76%	4.76%
I think I become more initiative to improve my work with self-assessments	14.29%	76.19%	4.76%	4.76%
I feel more burdened with self-assessments given by teachers	7.14%	14.29%	52.38%	26.19%
I think teachers' expectations more often than my own expectations of my work when doing self-assessments	4.76%	50.00%	40.48%	4.76%

While in terms of self-regulation, it was previously found that participants viewed self-assessments as beneficial in increasing their self-regulatory process (as seen in Table 6). When they did self-assessments, they took their work into their own hands without being instructed to (88.09%). It also stimulated them to become more independent (90.47%) and more initiative (90.48%). Furthermore, it was found that participants viewed self-assessments as not burdensome (78.57%). However, it was found that participants considered teachers' expectations more than their own expectations when doing self-assessments (54.76%), which might be a problem as they thought more of what others expected for their work.

As also illustrated in Table 4, participants mentioned that self-assessments were beneficial for their self-regulation. Around 9.4% of the occurrences were mentioned that self-assessments helped them to become motivated in handling their work, and 6.3% of the occurrences were related to how students could finally set their strategies of improvement independently using self-assessments. S20's response could illustrate the point on self-assessments motivated them to learn, and S31 could illustrate the point on self-assessments were used to set strategies for improvements.

> *Terkadang saya merasa malu jika tugas yang saya buat bisa dikatakan gagal. dan kadang karena self-assessment semangat saya untuk belajar, muncul lagi.*

> Sometimes I feel embarrassed if the task that I make can be said to be a failure. However, sometimes because of self-assessments, my passion for learning arises again. (S20/translated by the researcher)

> *Saya dapat mengidentifikasi kekurangan dan kelebihan diri saya sendiri sehingga saya dapat menentukan strategi apa yang dapat saya lakukan untuk membuat pembelajaran saya efektif.*

> I can identify my own strengths and weaknesses, so that I can determine what strategies I can use to make me learn materials effectively. (S31/translated by the researcher)

From the above discussion, it could be determined that self-assessments increased participants' self-regulation. Self-assessments fostered feelings of independence within the participants. Their motivation emerged because of self-assessments, and they were finally able to set their own strategies to improve. The results fit with the theory that self-assessments supported students to take their learning independently, including the process of reflecting and strategic planning (Punhagui & Souza, 2013).

On the other hand, referring to Table 6, participants agreed that they think more of what the teachers expected rather than their own expectations for their work (54.76%). This was the challenge that participants found in doing self-assessments, particularly related to their self-regulation. Further evidence was found in the responses of S20, S29, and S6.

> *Kesulitan self-assessment adalah jika tidak ada komen dari orang luar di awal, sangat sulit untuk melakukan self-assessment.*
>
> The difficulty of self-assessments is that, if there are no comments from outsiders at the beginning, it is very difficult to carry out self-assessments. (S20/translated by the researcher)
>
> *Kesulitannya jika saya tidak mendapatkan feedback kesalahan saya diri sendiri dari dosen maupun orang lain.*
>
> Self-assessments are difficult things to do if I do not get feedback about my own mistakes from teachers or other people. (S29/translated by the researcher)
>
> *Kekurangan self-assessment sendiri yaitu saya harus mengikut standar yang ada dikarenakan oleh itu kebebasan serta ke kreatifitasan juga akan terbatas.*
>
> The challenge of self-assessments itself is that I have to follow the existing standards. Because of that, my freedom and creativity to create my works will also be restricted. (S6/translated by the researcher)

From the excerpts, it was revealed that the participants strongly relied on extrinsic help in order to create their works. The participants needed others' comments or feedback in order to do self-assessments, such as feedback from their teachers and peers. Furthermore, S6 expressed that she needed to restrain her freedom and creativity in her work. These statements implied that students followed more the expectations given by others than what they actually wanted to have in their work. This evidence supported the existing study of Andrade and Du (2007), which the students stated that they relied on thinking of their teachers' expectation instead of what they expected for their own work. It could be a problem for students' self-regulation as they needed extrinsic triggers in order to revise their work.

Students' behaviors when doing self-assessments

This section is intended to find out on which levels undergraduate students currently are at based on the levels of self-assessments by Brown and Harris (2014). Previously, it has been discussed that there are three levels of self-assessments, which are basic, intermediate, and advanced levels. To explore students' behaviors, there were three questions provided, which were two close-ended questions, and an open-ended question. The questions would find out how frequently students would do self-assessments, and what kind of self-assessments were needed and done according to the students.
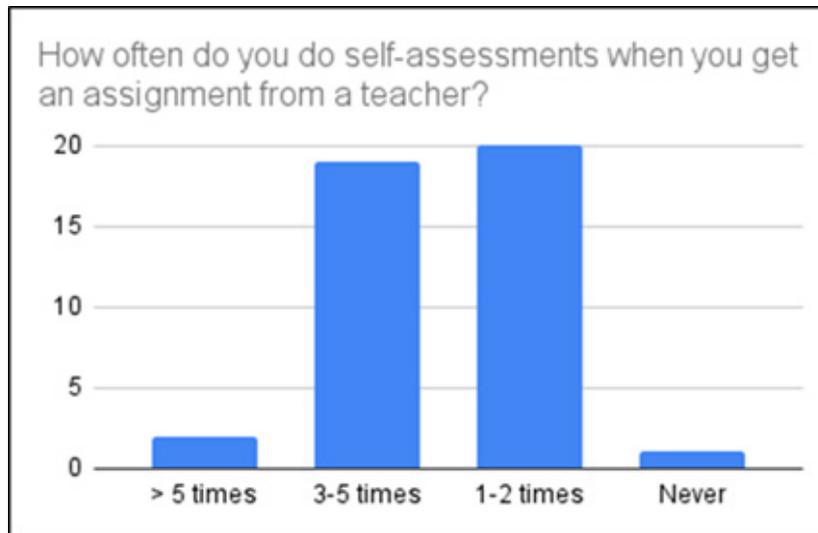
Figure 3. Students' Behaviors When Doing Self-assessments

Figure 3 showed the frequency of the participants doing self-assessments when they have an assignment. The top answers were that students did self-assessments once to twice when they got the assignment (47.62%), and the second top answers were thrice to five times after getting the assignment (45.24%). Therefore, it could be concluded that students repeatedly did self-evaluation when they were given an assignment from their teacher.

Figure 4. Students' Behaviors When Doing Self-assessments

Figure 4 was used to investigate the types of self-assessments that participants' needed. The most chosen answers were students' needs to match their assignment with the criteria (69.05%) and the teachers' models (61.90%). Criteria and teachers' models had one thing in common, which was a clearer and explicit standard that is expected by the teachers. This implied that students' preference for clearer standards in self-evaluation on an assignment.

Table 7. Students' Behaviors When Doing Self-assessments

No.	Preferred methods in self-assessments	Occurrences	Percentage
1.	Matching with criteria given by teachers	16	30.19%
2.	Reflecting my work result	16	30.19%
3.	Comparing with my previous assignment	9	16.98%
4.	Comparing my work with examples	9	16.98%
5.	Predicting the work result	3	5.66%

Table 7 included students' answers in an open-ended question. The table was presented in order to give more clearance of students' preferred methods in self-assessments. Based on the total occurrences, most of the time, the participants did self-assessments by matching their work with criteria given by their teachers (30.19%). The self-assessments that they used were check-lists and rubrics, as could be seen in the responses of S33, S12, and S11.

Setelah mendapatkan tugas dari dosen, saya biasanya melakukan self-assessment. Saya biasanya menebak nilai saya dengan melihat kembali materi dan kriteria penilaian dari guru.

After getting an assignment from the teachers, I usually do self-assessments. I usually predict my grade by reviewing the material and comparing my work with the assessment criteria given by my teacher. (S33/translated by the researcher)

Dengan mencocokkan jawab pada rubric yang disediakan oleh dosen

I do self-assessments by matching the answers using a rubric provided by the teacher. (S12/translated by the researcher)

Kalau di kelas, di beri pertanyaan lalu kita menceklis pertanyaan yang ada untuk penilaian self assessment.

If (I am) in the class, we are given questions and then we checklist the questions for self-assessments. (S11/translated by the researcher)

Occasionally, students might not do self-assessments by matching the given criteria. However, they could still do self-assessments through self-reflections on their work results (30.19%). Several participants mentioned they do self-reflections by writing journals and contemplating their work results. S2, S18, and S5 showed the activities they had done for self-assessments.

Menulis jurnal dan target

I write journals and targets. (S2/translated by the researcher)

Melakukan refleksi diri terhadap kelebihan dan kekurangan tentang apa yang sudah tercapai atau apa yang harus ditingkatkan.

I reflect on my strengths and weaknesses about what has been achieved or what needs to be improved for my performances. (S18/translated by the researcher)

Menganalisa lebih dalam penyebab nilai yg kurang memuaskan dan merencanakan bagaimana cara memperbaikinya utk tugas yg akan datang

I analyze deeply the cause of (my) unsatisfactory grades and plan on how to improve them for my future assignments (S5/translated by the researcher)

Another essential point to note, participants could carry out a series of activities in self-assessments. They might match their works with the examples and criteria, and they might also combine other activities of self-assessments. Below, S1 and S29 shared their usual methods for self-assessments.

Biasanya dengan cara melakukan perbandingan dengan hasil kerja teman lain, hasil kerja sebelumnya, dan dengan rubrik dari dosen.

Usually I do self-assessments by making comparisons of my works with my friends' work results, my previous works' results, and with a rubric from the teacher. (S1/translated by the researcher)

Biasanya saya melihat kesalahan yang saya lakukan pada saat mengerjakan sesuatu kemudian mencoba mencatatnya. Dan juga saya membandingkan antara pekerjaan sebelum dan sesudah saya sesuai kriteria yang ada.

Usually, I analyze the mistakes that I have made while working on things and then take notes of them. Moreover, I compare my works based on the existing criteria before revising and compare them again after revising. (S29/translated by the researcher)

Saya menggunakan perkiraan diri untuk menilai pekerjaan saya sebelum dikumpulkan dan mengevaluasi diri saat pekerjaan saya sudah diberi nilai.

I self-estimate my works' grades before it is submitted, and I also do self-evaluation after my work has been graded. (S26/translated by the researcher)

From the above discussion, it was concluded that the participants were no longer in the basic stage of self-assessments. In other words, the participants were already in the intermediate level and the advanced level of self-assessments. It could be seen in their answers of what should be done in self-assessments (Figure 4), which were matching their works with the criteria and teachers' examples. However, results found from the open-ended question (Table 5) showed that students' frequent activities in self-assessments were matching their work with the criteria and doing

self-reflection of their performance. Therefore, it is highly probable that the participants were in the advanced level. The mentioned activities of matching with the criteria and doing self-reflection fell under the category of advanced level, in which the students deeply analyzed their performance. This is in line with Brown and Harris (2014) that the end goal of self-assessments should be about students' ability to critically evaluate their work based on the explicit criteria.

CONCLUSION

The problem with the rare use of self-assessments persists in the education context. One of the main reasons can be because of teachers' assumptions of students' limited comprehension of self-assessments. Without a doubt, self-assessments need to be understood from undergraduate students' perceptions in order to know how they view self-assessments. The result of the study showed students' positive responses toward self-assessments. First, it was found that most of the students enjoyed self-assessments, and there were no students who hated self-assessments. Even several negative comments were mixed with positive feelings, such as students' disappointment in getting bad grades but still believing that self-assessments were vital for them. Second, it was found that students were aware of self-assessments' use. They understood that the activity of self-assessments was for evaluating and increasing their academic performance. They can also analyze the benefits of self-assessments in other aspects, such as increasing their confidence, motivation, and independence. Although there was a problem with the subjectivity in self-assessments, the problem did not commonly occur in the students' learning process. It could even prompt the students to learn more from their materials. Lastly, it was found that students were already either on the intermediate or the advanced level. Most of the students did self-assessments by matching their works with criteria given by their teachers, and they also did a reflection on their strengths and weaknesses. Furthermore, students sometimes did a series of actions in self-assessments, such as matching work with their previous works and with the criteria.

The study concludes that the implementation of self-assessments' is viewed favorably by undergraduate students. The results show students' capability of understanding and carrying out self-assessments, which challenge teachers' previous assumptions. It is recommended that teachers start to treat their students as independent learners and give necessary support (such as feedback and clear instructions) for the students in their self-evaluation process. However, the results were obtained from students who previously had tried several kinds of self-assessments activities in offline and online classroom situations. There might be different responses from students who do self-assessments only in online classroom situations as there are several problems faced, such as harder comprehension of works criteria because of limited interactions with their teachers, internet connection problems, et cetera. Furthermore, the researcher believes that this study has not yet explored on what students view as precise and objective criteria in self-assessments. This is an important point to be researched to improve the reliability of self-assessments in increasing academic performance, which in hope results in criteria that the students can use as a measurement of their work. This can potentially solve the problem of subjectivity in which teachers and students can have the same perceptions of what should be assessed and how to assess the performance with measurable standards.

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ENGLISH EDUCATION MASTER STUDENTS' PERCEPTIONS ON DEVELOPING CRITICAL THINKING SKILLS IN ACADEMIC WRITING

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Abstract

One of the essential factors strongly supported university EFL learners' academic writing skills development is critical thinking. With the supports of critical thinking skills, university EFL learners will be capable of synthesizing, analyze, and evaluate their ideas to be written effectively in their academic writing products. This present small-scale qualitative study was conducted with the support of qualitative content analysis to obtain clearer data based on the specific phenomenon told by the research participants. 10 items of the Likert-scale questionnaire as well as 5 open-ended written narrative inquiry questions were administered to 16 English Education Master Students batch 2019. Based on the obtained research results, the utilization of critical thinking skills progressively enabled graduate university EFL learners to be more strategic, analytical, and proficient academic writers. In addition, the participants also acknowledged that critical thinking skills should be practiced intensively in a long-lengthy process to foster their academic writing skills as well. It is expectantly hoped that these obtained results will shed more enlightenment on the further utilization of critical thinking skills for the betterment of academic writing learning activities in the future.

Keywords: Critical Thinking Skills, Academic Writing, English Education Master Students

INTRODUCTION

In this globe, university EFL learners are strongly encouraged to fully master critical thinking and academic writing skills to transfigure them into more influential future academicians. Shaila and Trudell (2010) state that a higher level of critical thinking skills enable university EFL learners to be more competent academicians capable of imparting positive changes in their future working places. Another essential reason why university EFL learners are required to possess robust critical thinking and academic writing skills is the future working worlds will

commission them to be more autonomous knowledge seekers, judicious decision-makers, and effective problem-solvers. This perspective is in line with the contention proposed by Al-Dumairi and Al-Jabari (2015) arguing that advanced critical thinking, as well as academic writing skills, will direct EFL learners to be more proficient and selective academicians while encountering various obstacles in their working sites.

The nature of academic writing learning enterprises is not easy at all, even for graduate university EFL learners. In academic writing, learners are not merely required to continuously maximize their critical thinking skills but also critically select a wide array of literature resources correspondingly matched with their writing topics. Irvin (2010) propounds that in the light of academic writing learning dynamics, university EFL learners are highly demanded to self-select some particular writing resources compatible with the present writing contexts to produce high-quality writing products. In this case, critical thinking skills also play such a crucial role for university EFL learners' academic writing learning processes since they ought to delineate all the presented ideas accordingly in such an understandable written communication. Paul and Elder (2014) believe that the further activation of critical thinking skills can allow university EFL learners to be more analytical, critical, and wise enough in explaining all of the intended ideas for worldwide readers. Another essential step university EFL learners should cope with after mastering all those aforementioned matters is they are recommended to instill more advanced practices of academic writing conventions, skills, and language features unless their writing products will be meaningless. Coffin and Donohue (2012) state that the mutual combination of academic writing and critical thinking skills can potentially transform university EFL learners into more proficient academic writers.

In Indonesian EFL academic writing contexts, the common issues hampering our learners from developing their critical thinking and academic writing skills are their lack of ideas, vocabulary, and academic writing conventions knowledge. These general hurdles are closely associated with the findings discovered by Rahmatunisa (2014) finding out that the majority of Indonesian university EFL learners are not strongly motivated to write academically dues to their word amounts, academic writing skills, and ideas drawbacks. These above-mentioned issues seem to be more challenging when we notice that academic writing enterprises also demand university EFL learners to produce more precise, clearer, and meaningful academic writing products for globalized readers. Kornhaber et al. (2016) mentioned that the major purpose of academic writing competencies that should be infused by university EFL learners is to generate more interactive as well as inspiring writing products for all readers since good academic writing results can stimulate readers' thinking to critically inquire all the proposed ideas.

Hence, to promote a higher degree of academic writing skills, university EFL learners should be prompted to question, analyze, and evaluate all the written ideas critically before going deeper in their academic writing learning activities. These arguments are inextricably associated with the theory of critical thinking skills proposed by Abbasi and Izadpanah (2018) believing that the strength of establishment of critical thinking skills will better ease university EFL learners to yield more qualified academic writing products. By infusing a higher level of critical thinking skills, university EFL learners can also have wider opportunities to foster their academic writing skills more significantly. When their academic writing skills have been more advanced, the more satisfying academic writing achievements will also wait for them. Wang and Seepho (2016) discovered that most Chinese university EFL learners having been equipped with robust

critical thinking skills are far better at improving their academic writing skills compared to other learning members who merely rely on the lower-level of cognitive skills. In another study, Golpour (2014) also revealed that the majority of university EFL learners having been exposed to critical thinking skills practices are more capable of achieving more fruitful academic writing learning outcomes.

In addition, discussing the basic conceptions of critical thinking skills is a never-ending process since there is no exact single fixed definition of this term. However, the researcher may rely on one of the reliable critical thinking skills interpretation declared by Shirkhani and Fahim (2011) stating that critical thinking skills are a higher level of cognitive skills in which learners are required to determine their further learning actions by carefully reflecting on their thoughts. In another definition, Ennis (2013) also argues that critical thinking skills refer to learners' capabilities to not merely embody certain appropriate actions but also confidently tackle many kinds of learning hindrances based on their in-depth reflections. Despite those distinctive theoretical frameworks, there are 6 indispensable critical thinking values that university EFL learners need to ingrain when engaging in academic writing learning enterprises. All these 6 notions were originated from Facione (2015). The first value refers to interpretation. In this first cycle, learners are required to be more analytical while selecting the rich information forming in their writing resources to better delineate their upcoming ideas. Second, learners are also demanded to have good analytical skills by matching their existing knowledge with the information found in their literature. In the inference process, learners ought to create trustworthy conclusions to produce clearer ideas for readers. Afterward, learners need to evaluate all the ideas in their writing products more critically to minimize the major and minor academic writing errors. In the explanation stage, learners are striving to connect all of the presented ideas in harmony with the readers' expectations to reduce the discrepancy between them. The last and most essential step is self-regulation. This last step is crucially important since learners are encouraged to exert more control over their academic writing learning enterprises by repeatedly analyzing, synthesizing, validating, and evaluating the credibility of their writing contents to yield better academic writing results.

When university EFL learners are committed to implementing all those 6 basic principles of critical thinking skills utilization in academic writing learning dynamics, it can be argued here that they will be more competent academic writers capable of arranging all the facts accordingly, constructing the appropriate ideas efficiently, and bridging all the background as well as existing knowledge more meaningfully in the form of written communication. These positive values are closely related to the critical thinking benefits in academic writing theory postulated by Barnawi (2011) arguing that a higher level of critical thinking skills can address university EFL learners with broader opportunities to hone their analytical, innovative, creative, and higher-order thinking skills in an attempt to generate high-quality academic writing results. Wingate (2012) also asserts that the strong construction of critical thinking skills can simultaneously direct university EFL learners to better organize, delineate, and present their academic writing ideas in a better purpose for the targeted readers. To better facilitate a more significant development of Indonesian EFL learners' critical thinking and academic writing skills, it is worth suggesting for EFL teachers to play their new roles as supportive learning facilitators by incorporating more interactive, enjoyable, and meaningful academic writing learning activities where all learners can jointly foster their academic writing along with critical thinking skills progressively. This recommendation is in accord with the notion raised by Shirkhani and Fahim

(2011) arguing that EFL teachers must promote more holistic student-centered learning dynamics in their academic writing classes to increasingly increase their learners' critical thinking and academic writing skills. In another in-depth investigation about the relationship between critical thinking and academic writing skills, Fahim and Eslamdoost (2014) also discovered that most university EFL learners having been introduced to more interactive and engaging academic writing learning activities were better able to yield more qualified writing products and elevate their critical thinking skills simultaneously.

Five prior studies are investigating the significance of critical thinking skills in academic writing learning enterprises. The first study was conducted by Ariyanti (2016). This research found out that Indonesian EFL teachers are prompted to promote more pleasurable academic writing learning activities for university learners to continuously motivate them to practice their academic writing and critical thinking skills. In the second study, Dewi et al., (2019) highly encouraged Indonesian EFL teachers to utilize peer-assessment activities in their academic writing classes to help learners enrich each other's understanding more efficiently regarding academic writing conventions and increasingly improve their critical thinking skills concurrently. Husin and Nurbayani (2017) prompted Indonesian EFL teachers to continually instill more interactive academic writing activities to preserve their volition to rehearse their academic writing skills meaningfully. Wijaya (2021) discovered that the majority of graduate university EFL learners having been well-equipped with self-regulated learning skills were better in coping with all academic writing learning hurdles resulted in more satisfying academic writing achievements. In the last study, Wijaya and Mbato (2020) also advised EFL teachers in this archipelago to constantly establish, maintain, and reinforce learners' self-motivation in academic writing activities to progressively improve their academic writing along with critical thinking skills. Regardless of the aforesaid research results, this present small-scale qualitative study aimed to further investigate English Education Master Students' perceptions on developing critical thinking skills in academic writing activities. The results of this current study will shed more enlightenment for all Indonesian ELT parties concerning the effective utilization of classroom activities, which can sustain the further development of graduate university EFL learners' critical thinking as well as academic writing skills. To fulfill this research objectivity, one specific research problem was formulated in this study namely: (1) what is the significance of critical thinking skills in academic writing activities according to graduate university EFL learners?

METHODS
Research design
This present qualitative study was conducted by using a qualitative content analysis to obtain a clearer picture out of the specific phenomenon experienced by research participants. Mayring (2004) states the main purpose of conducting a qualitative content analysis approach is to attain more obvious portrayals out of the observed phenomenon. To fulfill this objectivity, 10 likert-scale questionnaire concerning the significance of critical thinking skills in academic writing were also designed to fully obtain the specific perceptions hold by English Education Master Students. 5 open-ended written narrative questions were also created to sustain the robustness of findings obtained from the likert-scale questionnaire items. Although the questionnaire sampling method is closely interlinked with the quantitative method, it can also be utilized in a qualitative data gathering processes due to the accurate data in the form of statistics that can be obtained from the research participants. Creswell (2018) argues that the questionnaire can also be harnessed in a qualitative research as long as the precise statistical data represented the targeted research samplings.
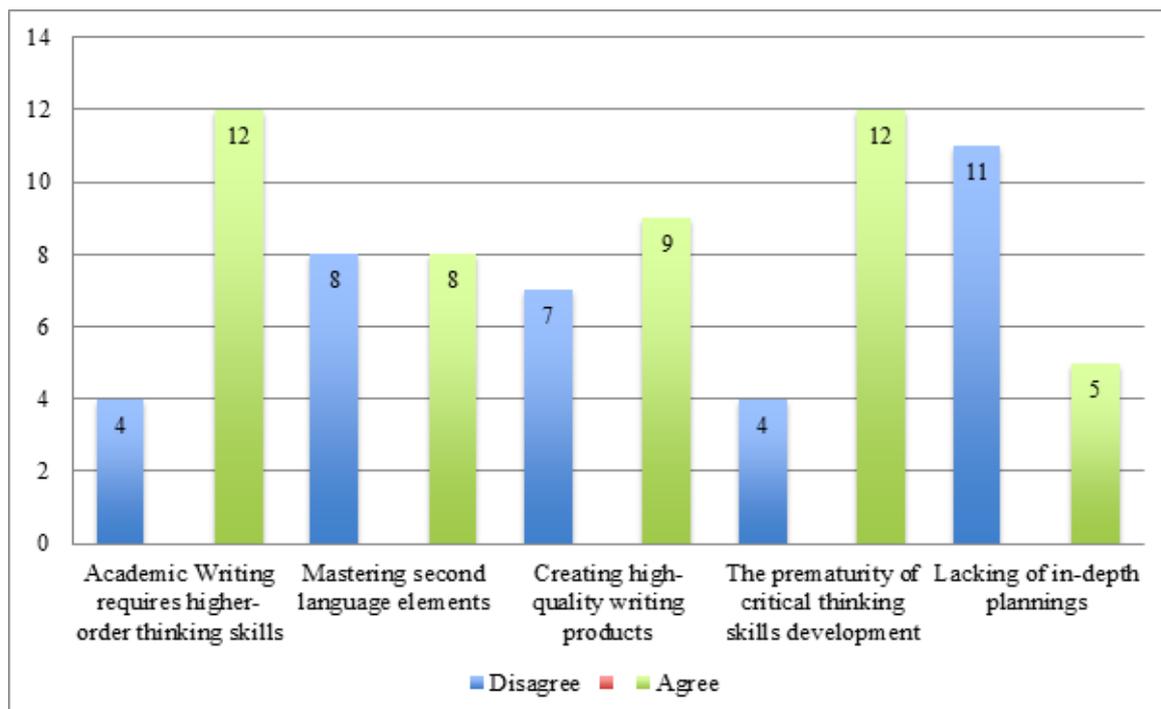
Participants

The participants of this study were 16 English Education Master Students batch 2019. The major reason why the researcher chose them to take part in this small-scale qualitative study was they have already experienced quite richer experiences in utilizing critical thinking skills in their academic writing learning processes. For information, these participants have published their scientific writing products in various journal article platforms either Indonesian or overseas countries to be able to graduate from their study program. Meaning to say, their critical thinking skills must have been harnessed to achieve the aforementioned academic writing learning success.

Ethical Considerations

Concerning the 3 interviewees' data, the researcher planned to not write their real names in the data analysis in a later section. However, the researcher would substitute their names by using specific academic calling like student 1, student 2, and student 3 to put a higher degree of respect for them and ensure convenience during the data gathering processes in online interview sessions.

FINDINGS AND DISCUSSION

This section attempted to delineate 2 major themes inferred from 16 English Education Master Students batch 2019 regarding the significance of critical thinking skills in academic writing learning enterprises. Those 2 themes are (1) Mastering academic writing skills is a long-lengthy process and (2) Critical thinking enabled EFL learners to be more proficient academic writers. More complete explanations can be seen in the following lines.

Figure 1.1: Mastering Academic Writing Skills is a Long-Lengthy Process (58% Participants Agreed)

Theme 1: Mastering Academic Writing Skills is a Long-Lengthy Process

Based on theme 1, most of the participants agreed that mastering academic writing skills is a long-lengthy process. There are several internal and external factors heavily affecting this success. One of the important factors is the full mastery of higher-order thinking skills. 12 out of 16 participants concurred that the activation of higher-order thinking skills could enable them to be more competent academic writers capable of organizing all the ideas systematically. This matter occurred since higher-order thinking skills allowed the participants to interpret, analyze, and explain all their ideas clearly for the readers. Preiss et al. (2013) argued that to be more qualified academic writers; EFL learners should be well-trained in interpretation, analytical, and explanation skills. The next indispensable element determining university EFL learners' academic writing success is through the full acquisition of second language elements. 8 participants agreed with this second finding. It is worth highlighting here that second language elements comprising of grammar, vocabulary, and dictions can greatly impact the learners' academic writing final products since they can share their intended thoughts more purposefully for the targeted readers. This is in line with the previous academic writing finding of Wingate (2012) suggesting EFL learners becoming well-organized in compiling their ideas, language structure, and cohesion through academic writing products to produce clearer information for worldwide readers. All these delineations fitted with the three interviewees' excerpts as follows.

[Interviewee 1: *Sometimes, the unique ideas are already in our mind but we are difficult to pour them out in the written form. Therefore, we understand how to deal with writing organization, creativity, and quality*.]

[Interviewee 2: *If a writer has better critical thinking skills, their academic writing will be easier to read, and the content of their writing will be clearer and of higher quality*.]

[Interviewee 3: *When a writer can organize their thoughts and ideas in a good way, their academic writing outcomes will be more impactful for readers*.]

When graduate university EFL learners have progressively fostered their critical thinking and academic writing skills, it is well-said here that they will be strongly encouraged to write more during their academic life. 9 out of 16 participants are in agreement with this third finding. This positive academic writing behavior takes place since they can establish a solid connection between their background and existing knowledge of the topics they are going to write. Simply stating, their academic writing learning motivation can be gradually diminished when they are failed in utilizing their background knowledge to be connected with their specific topics. This argumentation is closely related with the finding discovered by Maguire et al. (2020) showing that most of university EFL learners were lacked background and existing knowledge concerning the ideas they are going to delineate in their academic writing resulted in demotivated writing learning behavior. However, the prematurity of critical thinking skills can also be one of the serious hindrances for university EFL teachers aiming to elevate their learners' academic writing skills into the utmost levels since 12 out of 16 participants openly confessed that they have just been well-trained in activating their critical thinking skills in their universities. This matter indicates that the majority of them do not possess a good shape of critical thinking skills before entering the university. For this reason, it is of critical importance for Indonesian EFL educators to instill more intensive critical thinking skills training at the beginning of academic writing classes to fully breed more proficient academic writers possessing robust academic writing skills development. This perspective is in accord with

the theory of critical thinking significance in academic writing proposed by Gillett (2017) asserting that to produce more high-quality and acceptable academic writing products, university EFL learners' critical thinking skills need to be fostered at the beginning of academic writing learning activities to continuously help them to be more proficient academic writers capable of intertwining all the ideas as one unity in their writing. All these values are mutually associated with these three interviewees' excerpts.

[Interviewee 1: *Yes, I believe that critical thinking skills enable me to be more competent, strategic, innovative, and life-long academicians. I believe that critical thinking skills are essential for students to assist them in accomplishing task independently and with others by implementing problem-solving solution.*]

[Interviewee 2: *Many lecturers encouraged me to hone my critical thinking skills to better approach any subject, including academic writing.*]

[Interviewee 3: *Almost all my lecturers helped me to improve my critical thinking and academic writing skills. I feel really grateful for that supports.*]

To a lesser extent, it is also surprising to discern that 11 out of 16 participants did not agree that they are not careful planners designing well-organized academic writing objectives. It can also be asserted that most of the participants have transformed into more judicious decision-makers, effective problem-solvers, and careful analytical thinkers. As a result, the participants have become more resilient as well as resourceful academic writers since they can discover their solutions, strategies, and approaches best suited academic writing learning enterprises. These thoughts are closely connected with the finding of Al-Dumairi and Al-Jabari (2015) revealing that a great number of university EFL learners possessed lower development of critical thinking skills were not capable of generating more qualified academic writing products and efficiently delineating their thoughts since they could not maximize all the ideas resided in their mind.
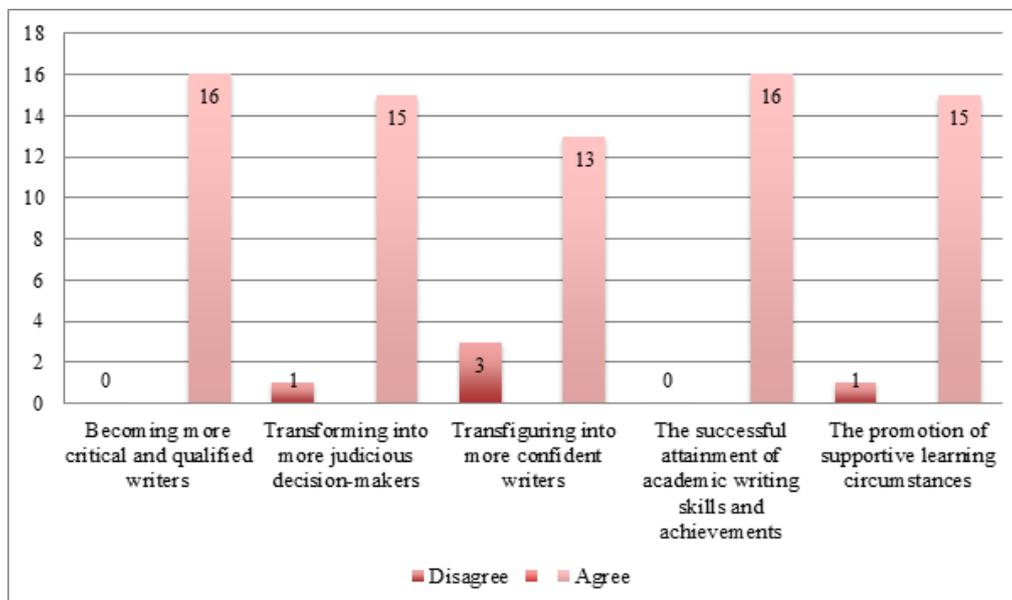
Figure 1.2: Critical Thinking Enabled EFL Learners to be More Proficient Academic Writers (94% Participants Agreed)

Concerning the second theme, the majority of participants agreed that the utilization of critical thinking skills transformed them into more competent academic writers. This rewarding academic writing learning outcome can be fully obtained since most of the participants are strongly willing to be more life-long academic writers not merely to achieve satisfying scores but also constantly improve their academic writing qualities. More specifically, all participants have progressively maintained the significant improvement of their critical thinking as well as L2 writing skills in the light of academic writing learning activities. One influential factor making this matter happen is all 16 participants feel motivated to engage in academic writing activities; even they have graduated from their graduate program. All these conceptions are closely associated with the significance of academic writing activities theory offered by Liu and Stapleton (2018) arguing that the integration of academic writing activities enabled university EFL learners to be more highly motivated and desirous in fostering their academic writing as well as critical thinking skills concurrently. It is also worth emphasizing that the activation of critical thinking skills also allowed graduate university EFL learners to be more judicious decision-makers. 15 out of 16 participants consented with this statement. In this case, becoming wiser decision-makers refers to learners' awareness of selecting the most appropriate resources appropriately match with their academic writing contexts. Since mastering academic writing skills does not only talk about formal writing conventions, language elements, language structure, and writing quality, it is of great importance as well to train learners' analytical thinking while self-selecting their academic writing resources to continually assist them to produce better quality of writing products. Indah and Kusuma (2016) strongly motivated Indonesian university EFL teachers to address more insistent critical thinking supports that can heighten their learners' academic writing as well as higher-order thinking skills to continually assist them to select various academic writing resources appropriately suited them. These following 3 interviewees' excerpts also resonated well with those above-mentioned conceptions.

[Interviewee 1: *We are encouraged to reflect on our strategies, strengths, and weaknesses in academic writing. Also, there are several activities, in the pre, while, and post-writing activities such as setting goals, formatting, understanding grammar rules, and applying ideas effectively are the piece of writing requires critical thinking*.]

[Interviewee 2: *I was able to hone my critical thinking skills since I read all the sources myself and wrote it down in my own words*.]

[Interviewee 3: *I always pick up my academic writing resources carefully because I believe it will affect my writing qualities in the end of academic writing sessions. I do this to make my writing become more reliable and beneficial for everyone*.]

The more critical the writers, the more confident they are. This principle was emanated from the third finding in which 13 out of 16 participants strongly agreed that the stronger establishment of critical thinking skills could direct them to explain all their ideas more confidently for the readers. Critical academic writers do not feel doubtful with their writing skills since they are consistently motivated to maintain their writing efforts into the utmost levels, challenged to overcome any kinds of hardships in their academic writing journeys, and integrate all the ideas coherently to yield more qualified academic writing products. These positive values are in agreement with the finding of Golpour (2014) finding out university EFL learners possessing more robust establishment of critical thinking skills were far better in tackling the academic writing obstacles, organizing all the ideas, and

maintaining their writing endeavor constantly to yield more high-quality academic writing products. Moving forward to the further finding, all participants fully concurred that the stronger inculcation of critical thinking had progressively enabled them to foster their academic writing skills and attain more fruitful academic writing learning achievements at the same time. This positive learning outcome took place since the participants had already known the right paths of analyzing, synthesizing, summarizing, and making use of all the ideas forming in a vast range of literature to be accurately poured in their academic writing products. It can also be asserted that graduate university EFL learners participating in this study had consistently fostered their critical thinking skills continuously resulted in a higher level of academic writing motivation. A higher degree of academic writing volition also successfully helps learners to improve their academic writing skills resulted in the successful attainment of academic writing achievements as well. Villavicencio (2011) found out that the majority of university EFL learners having been well-equipped with a higher level of critical thinking skills were have a wider chance to foster their academic writing skills and achievements due to the increasing enhancement of their academic writing learning motivation. Eventually, it is also worth reminding for all Indonesian EFL teachers to sustainably play their new roles as supportive learning facilitators in their academic writing enterprises. This role can be well-nurtured when teachers are willing to promote more supportive, engaging, and pleasurable academic writing learning circumstances for all learners. When all learners' academic writing learning desire had been elevated, it can be guaranteed that they will be more persistent academic writers continuously striving to reach their goals since they have ingrained more positive perceptions toward the academic writing learning dynamics. Thus it is crucially essential for every language teacher to bring about more interactive student-centered academic writing activities where all learners can enrich each other's understanding and mutually provide a continual support for other learning members' academic writing learning processes. By carrying out this suggestive learning activity, it can be ensured that educational institutions have fully breed proficient academic writers capable of establishing more solid networking with others. These conceptions are closely interlinked with the major finding revealed by Aunurrahman et al., (2017) highly prompting university EFL teachers to induce more supportive, enjoyable, and engaging academic writing learning atmosphere for learners to improve their interest in academic writing learning venture. The following 3 interviewees' excerpts are also in line with these above-mentioned conceptions.

> [Interviewee 1: *Yes, the lecturers always support us to develop critical thinking skills by providing many interesting activities that promote us to think critically. In every meeting, we are given several articles in relation to the materials and we have to analyses, synthesize, and evaluate those based on the instruction*.]

> [Interviewee 2: *It will, because the more I am able to understand the subject I am writing for, the better I will be able to write them down. It is because of the help of my lecturers, they always create fun student-centered activities in which I can share and learn from each other*.]

> [Interviewee 3: *Because the lecturers supported me to do my best in my academic writing processes, I always feel motivated to look for many resources, learn from other friends, and share my knowledge to other classmates. It is very important for the lecturers to do this kind of thing because they have higher knowledge and experiences which will be useful for developing our critical thinking and academic writing skills*.]

CONCLUSION

All in all, the obtained results highly suggested Indonesian EFL teachers to train their university EFL learners' critical thinking skills at the beginning of academic writing learning enterprises. The significance of critical thinking skills cultivation fully affecting the whole learners' academic and future lives since they will be more resilient, optimistic, strategic, and competent academicians who are not merely capable of generating their ideas purposefully but also becoming more adaptable writers in overcoming various difficult situations hampering their ongoing academic writing learning processes. For the advancement of the upcoming studies, it will be beneficial for future researchers to utilize more variegated research instruments such as classroom observation, likert-scale questionnaire for university EFL teachers, and students' journaling to generate more robust research results. Further, future researchers are also strongly encouraged to involve a great number of graduate university EFL learners enrolling in different universities to produce more generalizable research results beneficial for all ELT parties in this nation. Despite the above-mentioned suggestions, the obtained results taken from this small-scale qualitative study lent a further support for the academic writing learning processes advancement conducted in higher educational institutions since the similar model based on the invited participants can be replicated and modified in other universities to produce similar or even better results concerning critical thinking and academic writing skills progress experienced by graduate university EFL learners.

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IMPLEMENTING COMMUNITY OF INQUIRY FOR LANGUAGE LEARNING AMONG ENGLISH PRESERVICE TEACHERS

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Abstract

Community of Inquiry (henceforth, CoI) allows learning activities to run optimally. There are three components in CoI, i.e., teaching presence, social presence, and cognitive presence. This study aims to investigate the implementation of CoI among English Language Education students during lectures. The students' opinions, components of teaching presence, cognitive presence, and social presence during lecture activities were further investigated. The method used in this study was qualitative method. Data were collected through observation, focus group discussion, and content analysis. The results of the study showed that CoI can be implemented for lecture activities among English Education students. The students stated that CoI provides many benefits during the lecture activities. The components of teaching presence, social presence, and cognitive presence appear in learning activities during the implementation of CoI.

Keywords: Community of Inquiry (CoI), Language learning, MALL, Preservice Teachers

INTRODUCTION

The world of education provides many opportunities for innovation in an effort to offer ease and effectiveness of learning. Along with the development of the internet and smartphones, the learning process opens up many opportunities for educators to help the learning and teaching process. Mobile assisted language learning (henceforth, MALL) is an effort by educators to optimize smartphone functions for language learning (Kukulska-Hulme & Shield, 2008). The implementation of MALL at *Perguruan Tinggi Keagamaan Islam Negeri (PTKIN)* has been reported in several journal publications (Yudhiantara, 2017; Yudhiantara et al., 2018; Yudhiantara & Nasir, 2017).

In the 21st century, one of the skills needed is the ability to collaborate (Afrianto, 2018). To collaborate, there are many social media applications, such as Instagram and the like, that can be designed to support the process of learning English (Yudhiantara & Nuryantini, 2019a). In

addition to this, Instagram can be directed to improve students' ability to collaborate in learning English (Yudhiantara & Nuryantini, 2019b).

Education in the 21st century needs to provide students with the ability to learn using online technology and to hone students' collaboration skills. One of the efforts to fulfill this need is to implement CoI. CoI framework has three elements that support the success of teaching and learning process, namely teaching presence, cognitive presence, and social presence (Garrison et al., 1999; Garrison et al., 2010). The first element, teaching presence, represents teachers' responsibility to pay attention to their students' learning needs. To meet the students' in learning, teachers develop curricula, facilitate student learning activities, and present learning materials through direct teaching methods. Moreover, teachers provide opportunity for students to collaborate and reflect on their learning process. The second element, cognitive presence, reflects students' parts in learning process. Students are expected to have the ability to construct and ascertain meaning through reflection and discourse preserved within CoI framework (Garrison et al., 2010). Operationally, cognitive presence in CoI framework requires students to have the ability to define problems, seek information to answer problems and to understand the essence of the problem by synthesizing existing information to answer problems as well as offering solutions (Garrison et al., 2010). The last element is social presence. Students are in a position to get help to build a learning community by minimizing feelings of isolation during online learning. Elements of a good social presence produce a feeling of security for students to express their ideas and collaborate with colleagues.

CoI framework provides direction for both learner behavior and learning process to allow the construction of knowledge. The three elements in CoI framework help the learning process to reach a successful level (Garrison et al., 2010). In simple terms, CoI framework tries to help students and teachers to construct knowledge in an online collaborative environment. Knowledge building is obtained from the participation of all students and the role of instruction from the teacher to orchestrate the process that illustrates how teaching presence and social presence emerge in CoI.

Teaching presence implies teaching skills, such as organizing, designing, facilitating learning, and providing teaching (Garrison et al., 2010). CoI requires the articulation of specific behaviors related to learning and teaching to achieve a productive CoI (Shea et al., 2012). Social presence reflects online discourse that promotes positive feelings, interaction, and engagement (Garrison et al., 1999) as well as supports a collaborative and collegial environment.

In regard to the interactions in cognitive presence element, CoI reflects a pragmatic view of learning (Rubin et al., 2013). Overall, CoI framework articulates a building of knowledge that has characteristics as an epistemic engagement where teaching presence element acts as a long-distance teaching function and the social presence element provides an assistance for productive participation (Rubin et al., 2013).

For more than two decades, many studies on CoI have been carried out. CoI has attracted the attention of many researchers among education students (Galikyan & Admiraal, 2019). Yet, the implementation of the CoI framework in the context of MALL has not been widely discussed by researchers especially in the context of Islamic higher education in Indonesia. This study aims to investigate the implementation of CoI using MALL in the areas of students' perception, teaching presence, social presence, and cognitive presence.

METHOD

This study aims to investigate the implementation of COI in the learning process of English education students. The method used is qualitative method. Students of English education who took phonology courses in semester 5 participated in this study. There were 30 students involved in this study. In this study, students were assigned in groups to implement CoI.

Data collection techniques are used to collect evidence in answering the problem formulation. Among these techniques is, focus group discussion, to explore student opinions on CoI. Observations were made to investigate the CoI implementation process. The other technique used in this study was the analysis of documents and artifacts that represent the process of CoI implementation, e.g., e-mail correspondence and classroom semi-structured interviews.

The results of the interviews were transcribed and then analyzed. Data from the interviews, documents, artifacts, and field notes were tested and cross-checked to produce sound and correct interpretations. For the process of data description and interpretation, the data that had been coded were collected into several views and patterns to produce pattern coherence.

Coding stage

The data collected were coded to make it easier to categorize according to the problem formulation. The data were categorized based on the elements of CoI, i.e., teaching presence, social presence, and cognitive presence.

Description stage

The coded data were described in order to answer the problem formulation in the research. The description was adjusted to the formulation of the research problem.

Table 1. Template for Coding CoI Data

Elements	Categories	Indicators
Cognitive	Triggering event	Sense of puzzlement
	Exploration	Information exchanges
	Integration	Connecting ideas
	Resolution	Applying new ideas
Social	Emotional expression	Emotion
	Open communication	Risk-free expression
	Group cohesion	Encouraging collaboration
Teaching	Instructional management	Defining and initiating discussion topic
		Sharing personal meaning
	Building understanding	Focusing discussion
	Direct instruction	

Interpretation stage

After describing the data, this research will triangulate and examine all data to produce patterns that will provide a strong foundation for carrying out interpretation of the existing data.

FINDINGS AND DISCUSSION

This study aims to investigate how CoI is implemented for English Language Education students. This section will describe the findings related to the implementation of CoI, the percep-

tions of the students regarding the implementation of CoI, and how social presence, teaching presence, as well as cognitive presence appear in learning.

CoI implementation in language learning
Stages of implementation
Based on the syllabus, students took the courses for 16 meetings. Lecturers designed the teaching and learning activities for both study and exam activities. Of the 16 meetings, there were two meetings designed for the midterm and final exams. The rest of the meetings were designed for lecturing which included activities such as, providing material, exercises, and discussions.

Preparation
There were several things prepared for the implementation of CoI. On the first meeting, students received an explanation about CoI. In the next few meetings, students were informed about activities used to implement CoI as seen in Table 2.

Table 2. Stages of CoI Implementation During the Course

Meetings	Students' Activities
Meeting 1 Socializing related to the implementation of CoI	Students received explanations related to lecture activities
Meeting 2,3 Implementing CoI in lectures	Students followed directions on how to implement CoI in lectures
Meeting 4 Implementing CoI teaching presence element	Students followed directions and received learning materials from lecturers
Meeting 5 Implementing CoI for social presence element	Students interacted with fellow students related to lecture activities to implement CoI
Meeting 6.7 Implementing CoI for cognitive presence element	Students did assignments and exercises according to the instruction
Meeting 9,10,11,12,13,14,15 Implementing CoI for all stages	Students followed the direction of the lecturer in implementing CoI in the form of teaching, social, and cognitive presence

The implementation of CoI in lectures consisted of three elements, i.e., teaching presence, social presence, and cognitive presence. The three elements are indicators of the implementation of CoI activities in lectures. In the teaching presence element, the lecturers provided learning materials for lecture purposes. The lecturers also gave an explanation regarding learning materials in the teaching presence stage which took place on Whatsapp as a part of MALL implementation.

The second implementation of CoI was in the form of social presence. Social presence on the Whatsapp platform occurred when students interact with both students and lecturers. Interaction between students appeared in several meetings for lecture purposes. For this purpose, several activities were made to allow interaction between students. For example, students did an assignment to make questions and address them to their friends.

The last element in CoI implementation is cognitive presence. In order for cognitive indicators to occur, some meetings were designed by lecturers to provide opportunities for students to do

exercises or assignments. There were various assignments designed by lecturers. One of them was students created their own questions and provided answers to questions made by their friends.

Students' perception on the implementation of CoI

This study obtained several findings related to the opinions of students who took part in the study program and the implementation of CoI in learning activities. This research used focus group discussion to gather data related to student opinions in the implementation of CoI in learning activities. Based on the results of the focus group discussion, there were several findings that can be used to answer research questions related to student opinions in the implementation of CoI.

First, CoI was useful to be implemented in student learning activities related to teaching presence. Students agreed that teaching presence using WhatsApp platform in learning activities gave them the opportunity to study the materials given by their lecturers. They said that lecturers' teaching activities to explain lecture material could be accessed by video, audio notes and file sharing provided by lecturers to students for the purposes of their lectures and learning activities.

Second, the social presence element in CoI provided opportunities for students to build the ability to interact with fellow students. They stated that socialization allowed them to collaborate with their friends. WhatsApp provided the opportunity to interact with their lectures. Many things related to the lecture process were asked by students related to the lecture learning process on the WhatsApp social media platform.

Third, the cognitive presence element provided benefits in answering questions posed by their friends. They argued that the WhatsApp social media platform also gave them the facility to make questions for their friends. On other occasions, it provided a room for students to practice answering questions posed by their friends.

Teaching presence element

Based on the data obtained on the WhatsApp group platform, teaching presence element in the implementation of CoI appeared in lecture activities. Lecturers used WhatsApp group platform to teach material and used social media WhatsApp to share learning materials. The lecturers provided explanations related to lecture material. There were many features provided by the WhatsApp platform to facilitate lecturers in teaching material. There were several audio notes files made by the lecturer to explain the learning material. Through the audio notes, the lecturer gave a brief explanation regarding the learning material in the meeting. From these audio notes, students accessed information related to the lecture material they learned at the meeting.

There were several lecture activities where lecturers provided PDF files for students to read. The files facilitated lecturers to teach the material presented at the meeting. The PDF file can be accessed by students and they can read it for the purposes of studying the material at the meeting. Almost every meeting, lecturers used the PDF file sharing feature to provide learning materials to students.

Social presence element

The data related to student activities for social presence were obtained from the results of interactions between students on the WhatsApp platform. Based on the findings of this study, it can be seen how the element of social presence appears in the implementation of CoI. In this study,

students demonstrated their ability to interact in the learning process. There were some contents on the WhatsApp platform that showed social presence activities in the implementation of CoI. Students made interactions on these platforms, they asked and answered questions related to the materials as seen in Figure 3.
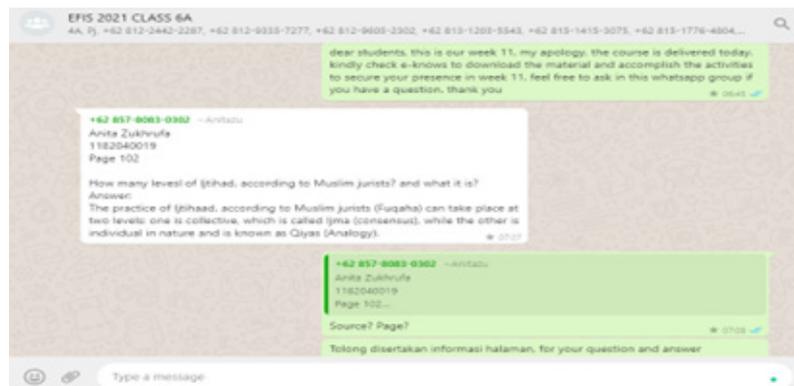

Figure 3. Component of Social Presence in CoI implementation

Cognitive presence element
Based on the data found in this study, students demonstrated their ability to make questions for others and also respond to questions from others. Students showed the ability to understand the learning material at a particular meeting. To show that students understand the lecture material, they responded to questions from the other students. Figure 4 shows cognitive presence element in the implementation of CoI.
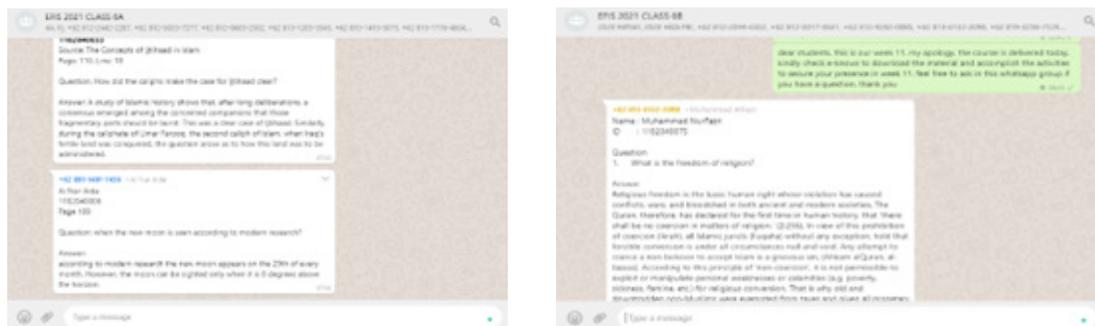

Figure 4. Cognitive Presence Component in CoI Implementation

Figure 4 shows students asked questions related to "how did the caliphs respond to the aspect of ijtihad?". The students provided answers related to these questions. It showed that the students understood the materials, especially in reading comprehension activities. In addition, Figure 4 showed that students understood the lecture material in reading activities for Islamic texts.

There are five findings described in this section, i.e., how to implement CoI in lectures, student opinions, teaching presence element, social presence element, and cognitive presence element. This research was a continuation of previous research related to the implementation of MALL in learning in the English Education study program.

There are several social media applications that can facilitate learning. Social media facilitates collaboration. In the 21st century, one of the skills needed is the ability to collaborate (Afrianto,

2018). Social media applications, such as Instagram and WhatsApp, can be designed to support the process of learning English (Yudhiantara & Nuryantini, 2019a). Instagram can be directed to improve students' ability to collaborate to learn English (Yudhiantara & Nuryantini, 2019b). Education in the 21st century needs to equip students with the ability to learn using online technology and also hone students' collaboration skills. One of the efforts to fulfill this need is to implement CoI. To achieve an optimal teaching and learning process, CoI framework has three elements, i.e., teaching presence, cognitive presence, and social presence (Garrison et al., 1999). CoI as a framework in learning has become a discourse in the realm of research. For more than two decades, CoI has become a magnet for educators in the world of education to try and improve students' learning abilities.

CoI improves collaboration skills and creates a positive learning environment. This study shows how asynchronous online discussion helps CoI elements interact to achieve successful learning (Galikyan & Admiraal, 2019). Another study showed that CoI in the context of blended learning at a faculty in Canada found that CoI had an effect on the learning process. Their opinions on the implementation of CoI were also presented (Wicks et al., 2015). CoI is implemented for doctoral students which combines research and online courses. This study shows how the CoI elements interact to achieve the program's goal of completing a doctorate optimally (Kumar & Ritzhaupt, 2014). Other research shows that CoI as part of a learning management system that helps other components. CoI is designed to help the learning process run effectively (Rubin et al., 2013). Research on the ability of CoI and its effect on learning outcomes has been carried out. The results of the study show that CoI has an influence on learning outcomes (Laforune, 2019; Shea & Bidjerano, 2012). Other research on CoI and its relationship with teacher professionalism has been carried out. Teachers' professional abilities, collaboration and teaching changes among teachers in order to improve their professionalism increased after COI was implemented (Butler & Schnellert, 2012).

There has been a study on the relationship and interaction between the CoI elements (Yu et al., 2011). Similarly, other studies have proposed an additional element in addition to the three main elements in the CoI framework. CoI investigations in three elements with proposals for student roles get priority. The terminology learning presence is offered regarding self-efficacy for online self-learner regulation (Shea & Bidjerano, 2010). Research on the development of CoI and its methodology has also been carried out. A review of the development of CoI and its research methodology is presented in a meta-analysis article (Garrison et al., 2010).

To achieve an optimal teaching and learning process, the CoI concept has three elements, (Garrison et al., 2010). Teachers need to pay attention to the needs of their students. Specifically, they must develop curricula, facilitate student learning activities, and present learning materials through direct teaching methods that students need. In an optimal learning environment, students are given the opportunity to collaborate and reflect on their learning process.

The second element is cognitive presence. Students are expected to have the ability to construct and ascertain meaning through reflection and discourse that is preserved within the CoI framework (Garrison et al., 2010). Operationally, CoI framework for cognitive presence requires students to have the ability to define problems, seek information to answer problems, understand the core of the problem by synthesizing existing information to answer problems and then offer solutions (Garrison et al., 2010; Shea et al., 2012).

The last element is social presence. Students are in a position to get help to build a learning community by minimizing feelings of isolation during online learning. Elements of a good social presence will produce a feeling of security for students to express their ideas and collaborate with colleagues.

CoI framework provides direction for learner behavior and the learning process that allows for the construction of knowledge. These three elements help the learning process to reach a successful level (Garrison et al., 2010). In simple terms, CoI framework tries to help students and teachers to construct knowledge in an online collaborative environment. Knowledge building is obtained from the participation of all students and the role of instruction from the teacher to orchestrate the process. This illustrates how teaching presence and social presence emerge in CoI. Teaching presence implies teaching skills such as organizing, designing, facilitating learning, and providing teaching (Garrison et al., 2010). CoI requires the articulation of specific behaviors related to teaching and learning to achieve productive CoI (Shea et al., 2012). Social presence reflects online discourse that promotes positive feelings, interaction and attachment or cohesion (Garrison et al., 1999) and also supports a collaborative and collegial environment. Regarding interactions in the cognitive presence component, CoI reflects a pragmatic view of learning. Overall, CoI framework articulates a building of knowledge that has characteristics as epistemic engagement where the teaching presence component acts as a long-distance teaching function and the social presence component provides assistance for productive participation.

CONCLUSION

This study investigates the implementation of CoI in learning process activities, student opinions regarding implementation, aspects of teaching presence, social presence, and cognitive presence. Based on the research results presented in the previous section, there are several conclusions that can be drawn in this study.

CoI can be implemented in lectures and learning activities in the English Education Study Program. There are several lecture meetings designed to achieve CoI elements, i.e., teaching presence, social presence, and cognitive presence. Students' opinions regarding the implementation of CoI showed that they got a lot of benefits from implementing CoI in their lecture process activities. These benefits were related to several elements in CoI. The teaching presence element appeared in lectures. Lecturers provided material, explained, and designed several activities and exercises for students. This shows that the features and facilities available on the WhatsApp group platform were used to achieve the teaching presence element. The social presence element appeared in the implementation of CoI. Students used WhatsApp group platform to interact with other students. Cognitive presence element appeared in the implementation of CoI in lecture activities. Lecturers gave assignments to students. With the features provided by the WhatsApp group, students demonstrated their ability to create questions and answers the questions. They also made questions for other friends and provided answers to the questions.

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LOCAL WISDOM IN DESIGNING ESP FOR COMMUNITY-BASED TOURISM PRACTITIONERS: A STUDY OF NEEDS ANALYSIS

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Abstract

The present study aimed to investigate the target needs as well as learning needs of the English for Specific Purposes (henceforth, ESP) training for community-based tourism (henceforth, CBT) practitioners in Meat village, North Sumatera and to investigate the integration of local wisdom in the design of the ESP training for CBT practitioners in Meat village, North Sumatera. Conducted by using mixed methods, this study was carried out involving six CBT practitioners in Meat village. A questionnaire and a focus group discussion were used to gather the data. The data were analyzed descriptively to provide a complete understanding of the research objectives. The findings of the study revealed that the target needs consisted of the participants' necessities in the ESP training, the participants' lacks, and the participants' wants towards the ESP training. In addition to this, learning needs comprised of the content materials, teaching and learning activities, medium of instruction, and time preference of the ESP training. The findings also revealed that local wisdom integrated in the design of the ESP training motivated the participants in learning and was considered providing authentic as well as meaningful learning experiences. The findings of this study provided an implication for ESP material developers and a contribution to studies of ESP for CBT in Indonesian context.

Keywords: community-based tourism, ESP, local wisdom, needs analysis

INTRODUCTION

Recently, newly developed community-based tourisms (henceforth, CBT) are easily found in many regions in Indonesia (Aditya, 2020; Pradewo, 2020). CBT are generally defined as a type of tourism which maximizes the community well-being which ensures the sustainability of the environment and social and economic of the local community by preserving heritage and cultural traditions of the community (Witchayakawin et al., 2020). With the help from the local people, most CBT develop new tourism objects which are usually based on the community's local wis-

dom. An example of CBT is tourism villages. Tourism villages empower local people to develop the uniqueness of the villages to be interesting places to visit. By developing such a kind of object of tourism, the potential of local wisdom is flourished. Therefore, CBT are built in order to help local people to dig out the potential of local wisdom of the region that can support the growth of socioeconomic, language skills, and cultural heritage (Nomnian et al., 2020).

Besides managing and coordinating the tourism objects, CBT are also responsible to advertise the tourism objects to local and international tourists as well as serve and entertain local and international tourists. Therefore, there is a need to study English in order to make the community-based tourism able to communicate in English well. Besides communicating with the tourists, English will help the community-based tourism to present a description of the object of tourism and the products that reflect the identity of the place. It is important for those who deal with tourism and hospitality to have a good command of English (Zahedpisheh et al., 2017). If the community-based tourism has poor command of English, they will not be able to serve the tourists who visit the object of tourism well because they will have difficulties in attracting and entertaining the tourists. Therefore, it is important for community-based tourism to learn English in order to improve the quality of service and communications (Asmin & Hasby, 2017). In order to have good command in English that is relevant to tourism, the community-based tourism needs to learn four basic English skills which are very important to fulfill the current communicative English needs.

Studies about ESP for CBT practitioners are not new. There have been some previous studies about ESP for CBT practitioners-in Indonesia and overseas contexts (Asmin & Hasby, 2017; Namtapi, 2022; Nomnian et al., 2020; Zahedpisheh et al., 2017). Nomnian et al. (2020) conducted a study about the local communities' perceived English language needs and challenges for tourism purposes in Thailand's second-tier provinces of Chiang Rai and Buriram. This study found four key issues, namely the limitations of host-guest interaction and communication, dependency on tour guides, communities' current communicative English needs, and language users' sociocultural and linguistic identities. The findings revealed that the communities in Baan Pha-Mee and Baan Kok Muang needed English speaking and listening skills. In addition, they also needed more access to English skills that can improve their communication skills, such as terminology, lexical choices, and grammar. Asmin et al. (2017) conducted a study about phrases and expressions used by the tourism practitioners in Latuppa, Palopo. This study also aimed to improve the English communication skill for the people who lived around the tourism destination in Latuppa. The findings showed that the most frequently used phrases and vocabulary used by the people near Latuppa were related to buying and selling, showing directions, and telling time. Zahedpisheh et al. (2017) conducted a study about varieties of English learning activities to improve CBT practitioners 'English speaking skills. Prachanant (2012) conducted a study about the most used English skill for CBT practitioners. This study reported that speaking was the most important skill that CBT practitioners needed to master. The study explained that the English speaking skills were used to give information, provide service, and also offer helps to the foreigners. Namtapi (2022) conducted a study about the English skills needed by CBT practitioners. The findings of the study revealed that CBT practitioners needed to have good communicative skill, such as greeting, giving directions, providing information as well as offering and asking for help. This study, therefore, investigated the target needs as well as learning needs of ESP training for CBT practitioners and the integration of local wisdom in the design of the ESP training.

This study investigated the target needs as well as learning needs of ESP training for CBT practitioners and the integration of local wisdom in the design of the ESP training in Indonesian

context. In accordance to this, there have been numerous studies about designing ESP for CBT practitioners in Indonesian context (Dayu & Haura, 2016; Masyhud & Khoiriyah, 2021; Ulfa, 2014). Dayu & Haura (2016) conducted a study about the students' need of English materials and the design of English for tourism practitioners in Banjarmasin. The results showed that the materials were varied based on the local ethics and common topics. This study also found that speaking skill was considered as the most important skill for tourism practitioners. Speaking fluency was needed to enable the tourism practitioners communicate with foreigners while they were on duty. Ulfa (2014) conducted similar study about the design of ESP materials for tourism students in Medan. The finding of the study revealed that speaking skill was considered as the most important skill in English for tourism. Masyhud & Khoiriyah (2021) conducted a study exploring the needs for English as a means of communication for the tourism practitioners in Malang, Indonesia. The finding of the study showed that local wisdom and local culture should be incorporated in the learning materials because the two reflected the learners' real world. Compared to the previous studies, the context of this study was a tourism village in North Sumatera known as Meat village.

Local wisdom has been a paramount topic related to the design of ESP for CBT practitioners. Some previous studies in Indonesian context have discussed the integration of local wisdom in the design of ESP training for CBT practitioners (Darmayenti et al., 2021; Hamer et al., 2017; Septiana et al., 2021; Septy, 2019). Hamer et al. (2017) conducted a study about the integration of local wisdom in the design of English as a Foreign Language (EFL) training for CBT practitioners in Baduy. In a similar vein, Darmayenti et al. (2021) designed an EFL teaching textbook based on religious characters and local wisdom for CBT practitioners. Similarly, Septy's study (2019) explored the integration of local wisdom in English language teaching and materials. She also discussed how local wisdom was integrated in the English materials through the use of technology. Septiana et al. (2021) conducted a study discussing the integration of piil psenggiri values into English language instruction. As a local wisdom, piil psenggiri should be preserved through educational practice and the integration of piil psenggiri should be properly conducted through English instructional materials. This study, therefore investigated the integration of the local wisdom of the people in North Sumatera into the design of ESP training.

Need analysis is a crucial thing to do in designing ESP materials since it is the primary step used to determine the course contents needed by the learners (Imron et al., 2022; Padmadewi et al., 2022). By doing need analysis, a course designer know the learners' necessities, lacks, and wants (Hutchinson & Waters, 1987). Need analysis can be used as a tool for designing a course, developing the course objectives and evaluating the course. Need analysis is usually done at the beginning of the course. The course designer identifies the learners' needs, lacks and want to determine the syllabus of the course. There have been some studies discussing needs analysis on ESP training for CBT practitioners (Anam & Rachmadian, 2020; Prachanant, 2012; Salisna et al., 2019; Suprina & Rahayu, 2017). All of them were conducted by using mixed methods combining quantitative and qualitative data in order to get comprehensive and solid data to answer the research questions. In comparison to the previous studies, this study, therefore, used mixed methods as the methods were considered common for studies about needs analysis.

Based on the aforementioned rationale, this study aimed to (1) investigate the target needs and learning needs of the ESP training for CBT practitioners in Meat village, North Sumatera and

(2) investigate the integration of local wisdom in the design of the ESP training for CBT practitioners in Meat village, North Sumatera.

METHODS

Research design

This study employed mixed methods in order to collect the data from the participants. Mixed methods combine both quantitative data and qualitative data to produce rich and solid data as well as to provide complete understanding of the research problem (Creswell & Clark, 2014; Fetters et al., 2013; Maarouf, 2019). In this study, quantitative data resulted from the statistical analysis were used to find out the frequency of the trends, i.e., the nature of the program the participants needed. In addition, qualitative data resulted from the Focus Group Discussion (henceforth, FGD) were used to obtain comprehensive, detailed, and specific information supporting and supplementing the statistical analysis.

There have been some numerous studies about needs analysis of an ESP course in the Indonesian context (Lodhi et al., 2018; Muthmainnah et al., 2020; Padmadewi et al., 2022; Syakur et al., 2020) and overseas (Ali & Abdalla Salih, 2013; Alqunayeer & Zamir, 2016; Tzotzou, 2014; Yassin et al., 2019). Most of previous studies about needs analysis of an ESP course were conducted by using mixed methods (Ali & Abdalla Salih, 2013; Alqunayeer & Zamir, 2016; Muthmainnah et al., 2020; Padmadewi et al., 2022; Tzotzou, 2014; Yassin et al., 2019) in order to obtain complete understanding of the issue under study. Only a few studies on needs analysis (Lodhi et al., 2018; Syakur et al., 2020) were conducted by using quantitative method. This study, therefore, was conducted by using mixed methods because mixed methods provided both quantitative and qualitative data that led to thorough explanations and understanding of the issues being studies (Maarouf, 2019) and were considered widespread for studies about needs analysis.

In accordance with the chosen research design, a pragmatism paradigm was used to legitimate the used of mixed methods. The pragmatism paradigm was considered as a compatible support for mixed methods as it focused on solving practical problems in the real world rather than making assumptions or interpretations about a certain phenomenon (Hall, 2013; Maarouf, 2019). The pragmatism paradigm believed that research should be conducted primarily to answer the research questions regardless of its underlying philosophy (Creswell & Clark, 2014; Maarouf, 2019).

Research setting and participants

This study was conducted in Meat traditional village, North Sumatera. Situated in Tampahan district, Toba Samosir regency, Meat traditional village was chosen as the setting of the study as it conformed to the criteria in establishing a research setting proposed by Holliday (2016). Meat traditional village could provide a variety of interconnected data for this study. The setting provided rich data about CBT, the needs of Meat village CBT practitioners to have English speaking proficiency, and the local wisdom that is lived by the community. In addition, the setting provided accessibility of data collection that offered easy access and opportunities to get in touch with the participants.

This study involved six CBT practitioners who were actively involved in developing and managing the CBT. Six out of fifteen CBT practitioners who filled out and returned the questionnaire provided solid data to answer the research questions. The participants, who were all male, worked as full-time farmers and dedicated some of their time to organize the CBT. There were

two considerations in choosing he participants. First, they were chosen as they could provide rich and solid information about why they needed the English training. Second, the participants could share what kind of ESP training they needed based on the local wisdom viewpoint.

Research instruments

The data were gathered by using a questionnaire and a list of FGD questions. The questionnaire was made based on Hutchinson & Waters' (1987) framework of ESP needs analysis instrument. The questionnaire consisted of five parts, i.e., (1) personal identity, (2) learners' necessities in joining the English course, (3) learners' lacks, (4) learners' expectations from the course, and (5) learning needs. The closed-ended questionnaire consisted of total eight statements. The questionnaire was intended to explore the target needs and the learning needs (Hutchinson & Waters, 1987) in order to get the data to design an appropriate ESP course for CBT in Meat village. Sequentially, a FGD was conducted after all the participants filled out the questionnaire. The questions asked in FGD were related to the participants' needs in learning English and the learning needs. During FGD, the participants were asked to share their opinion as well as view-points about their needs and learning needs and to respond to the other participants' opinions.

Data collection and analysis

To collect the data, the researchers invited the CBT practitioners to a meeting. During the meeting, the researchers explained in detail the purposes of the questionnaire, how to fill out the question-naire, and each item in the questionnaire. After the participants finished completing the question-naire, they were invited to a FGD led and moderated by the researchers. The purpose of the FGD was to seek clarification and confirmation as well as to provide supporting information for each item in the questionnaire. The FGD that was conducted for about 2 hours provided participants with opportunities to share their ideas, opinions, viewpoints, feelings, and thoughts about the En-glish training as well as to respond to their friends' opinions (Onwuegbuzie et al., 2009).

To analyze the data, the researchers analyzed the quantitative data using descriptive statistics to find out the frequency of the participants' preferred options. The quantitative data were used to answer the first research question, i.e., to analyze the participants' target needs and learning needs towards English training for CBT practitioners. Sequentially, the data from the FGD were transcribed and analyzed qualitatively to support the quantitative data. The qualitative data were used to answer the second research question, i.e., to find out how local wisdom was integrated in the design of ESP training for CBT practitioners in Meat village. Then, the qualitative data were coded and thematized (Xu & Zammit, 2020). The themes resulted from the qualitative data analysis were generated based on the research questions (Braun & Clarke, 2019).

Ethical considerations

In this study, ethical considerations were imperative and taken into account. An informed con-sent form attached in the questionnaire was given and explained to the participants prior to completing the questionnaire. Along with the informed consent form, the researchers explained the purposes of the study and the benefits the participants might have received in participating in the study. These two were informed to make the participants understand what the study was about and to provide alternatives whether they were willing to participate in the study without any compulsion or not (Fetters et al., 2013; Gray, 2014). In addition, to protect the participants' confidentiality, any detailed personal information about the participants were remain undis-closed in the data presentation and in publication (Gray, 2014).

FINDINGS AND DISCUSSION
By referring to the objectives of this study, the findings and discussion were classified into two, i.e., (1) the target needs and learning needs towards English training for CBT practitioners in Meat village and (2) the integration of local wisdom in the design of ESP training for CBT practitioners in Meat village.

The target needs and learning needs on ESP training for CBT practitioners
The target needs comprised of (1) the necessities of ESP training, (2) the lacks, and (3) what the participants wanted or expected (Hutchinson & Waters, 1987). Meanwhile, the learning needs sought to analyze the content materials, teaching and learning activities, medium of instruction, and setting. The target needs and learning needs will be explained and elaborated in the following paragraphs.

The necessities of ESP training provided information about the reasons why the CBT practitioners in Meat village had the needs to hold and participate in the English training. The data from the questionnaire, as shown in Figure 1, indicated that all the participants were in agreement (100%) that they needed the English training to be able to communicate with foreign tourists. Two participants (33.3%) thought that besides being able to communicate with foreign tourists, they needed the training to be able to support and develop CBT in Meat village. The findings indicated that being able to communicate with foreign tourists who visited the village was critical and needed.
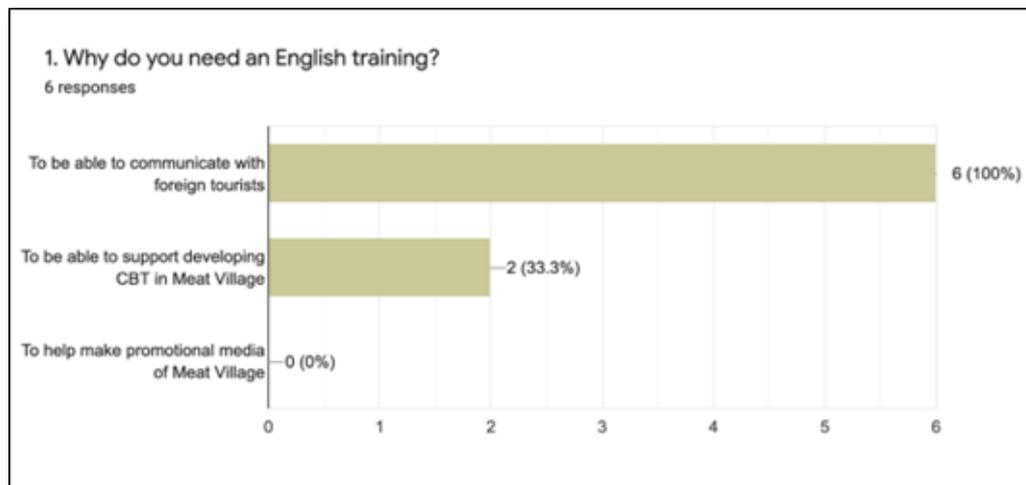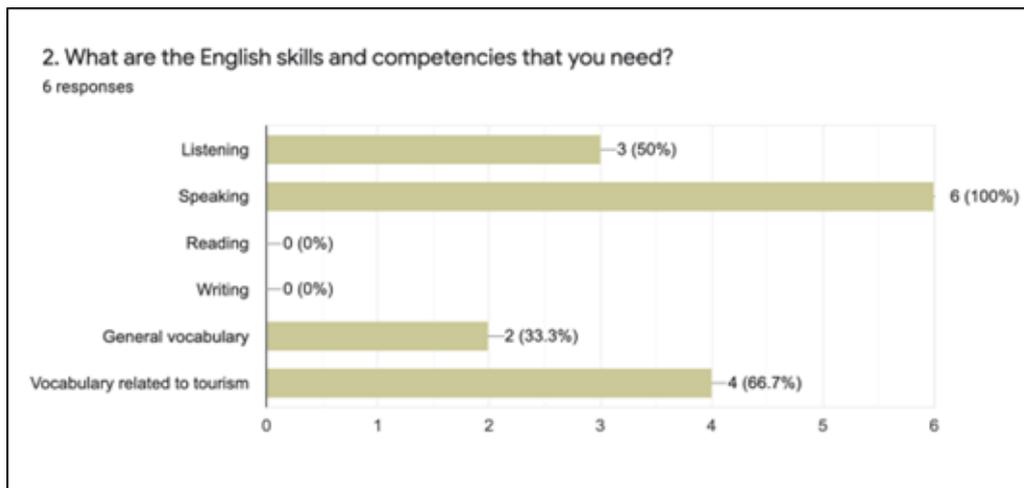

**Figure 1. The Necessities of the Target Needs on English Training**

As seen in Figure 2, being asked about the skills and competencies the participants needed to gain through the English training, all participants (100%) stated that they needed speaking skill. In addition to the option that all the participants preferred, the data indicated that four participants (66.7%) also stated that they needed vocabulary related to tourism and three participants (50%) stated that they also needed listening skills.

Figure 2. The Necessities of the Target Needs on the English Skills and Competencies

The findings, as shown in Figure 1 and 2, were consistent with previous studies about the needs of English for tourism and hospitality practitioners conducted by Zahedpisheh et al. (2017) and Prachanant (2012) The findings in their study showed that an English training program was considered imperative for those who work in tourism and hospitality. Not only English helps them improve the quality service in international tourism, but also English helps them meets professional linguistic requirements. Moreover, they asserted that mastering good English communication skills provided them with linguistic competences to develop their career in tourism and hospitality sectors (Prachanant, 2012; Zahedpisheh et al., 2017).

The lacks provided information about English skills and competencies the participants have not mastered. The lacks of the participants explained in Figure 3. Figure 3 indicated that all participants (100%) were in agreement that they have not mastered English speaking skills. Of all the participants who agreed about it, four participants (66.7%) have not mastered listening skills. Supplementary data gathered from the FGD revealed that the participants realized they needed speaking skills to communicate with the foreign tourists who visited their village, yet they did not have good speaking skills. The finding was consistent with those of Namtapi (2022) and Nomnian et al. (2020). They researched CBT practitioners' perceived needs and challenges of English language training for tourism purposes. The findings revealed that CBT practitioners had limited English communication skills which was proven by the foreign visitors who perceived that the CBT practitioners could not provide services to guide the foreign tourists because the absent of the English linguistic foundation (Nomnian et al., 2020). In addition, the CBT practitioners expressed the needs to improve their English speaking skills, including their cross cultural competence, due to their limited speaking skills (Namtapi, 2022).

What is/are the English skill(s) that you are lacking?
6 responses
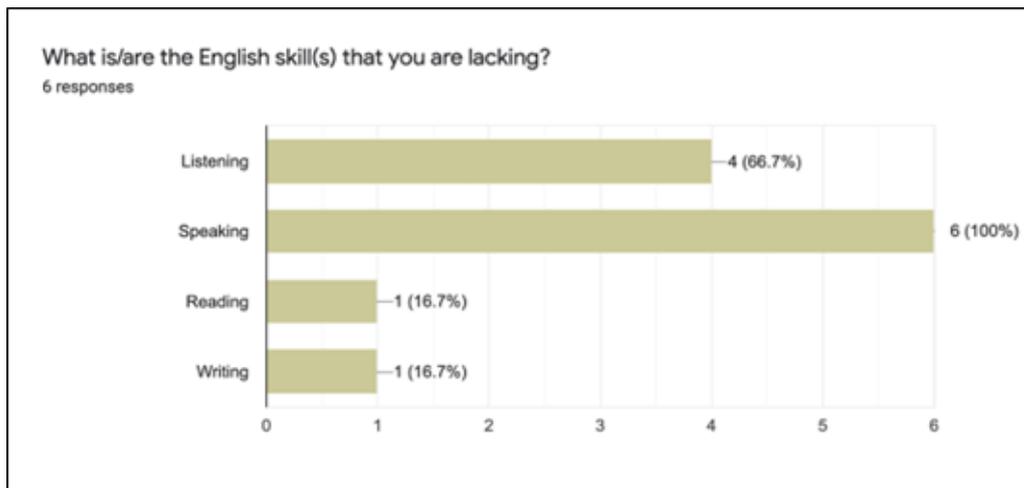
Figure 3. The Lacks of the Target Needs

The wants referred to the expectations of the CBT practitioners to the English training. Figure 4 indicated the results of the questionnaire about the expectations of the CBT practitioners. All the participants (100%) completed the questionnaire agreed that the English training was expected to facilitate them to be able to understand English conversation and to provide appropriate responses to statements of questions in English during conversation. This finding was aligned with earlier research (Asmin & Hasby, 2017). The findings of their study indicated that the CBT practitioners agreed that they mastering English was paramount to improve the quality of communication services for foreign tourists who visited the tourist attractions.

**What is/are your expectation(s) from the English language training?**
6 responses
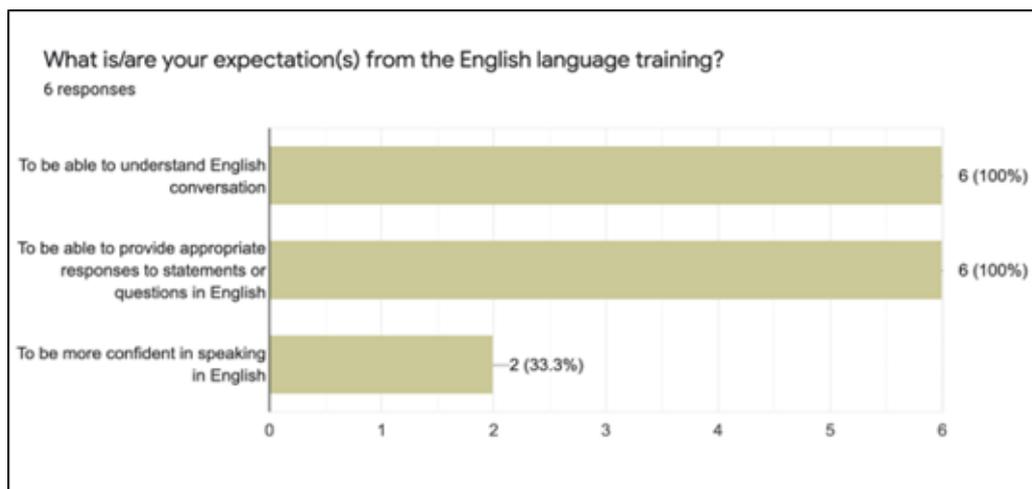
Figure 4. The Expectations of Target Needs on English Training

In addition to the target needs, learning needs were analyzed in order to design the ESP training for CBT practitioners. Learning needs were analyzed based on some elements, i.e., (1) the content materials for the ESP training, (2) the learning activities, (3) the medium of instruction, and (4) the setting of the ESP training. Each element will be explained further in the following paragraphs, based on the following charts.

Being asked the learning contents the participants expected to have, they were all (100%) in agreement that they needed English conversation practice throughout the training. Of all the

participants who preferred to have conversation practice, four participants (66.7%) stated that they needed listening practice throughout the training. Figure 5 indicated the summary of the participants' preferences about the contents of the ESP training. This finding was consistent to those of Asmin et al. (2017), Namtapi (2022), Nomnian et al. (2020), Prachanant (2012). The findings from the previous study revealed that CBT practitioners were in need of conversation practice throughout the English training. In addition, the participants of the studies asserted the importance of conversation practice during the training as their work was closely related to English communicative skills, such as greeting, describing the village potential, providing information, as well as understanding and responding to questions.
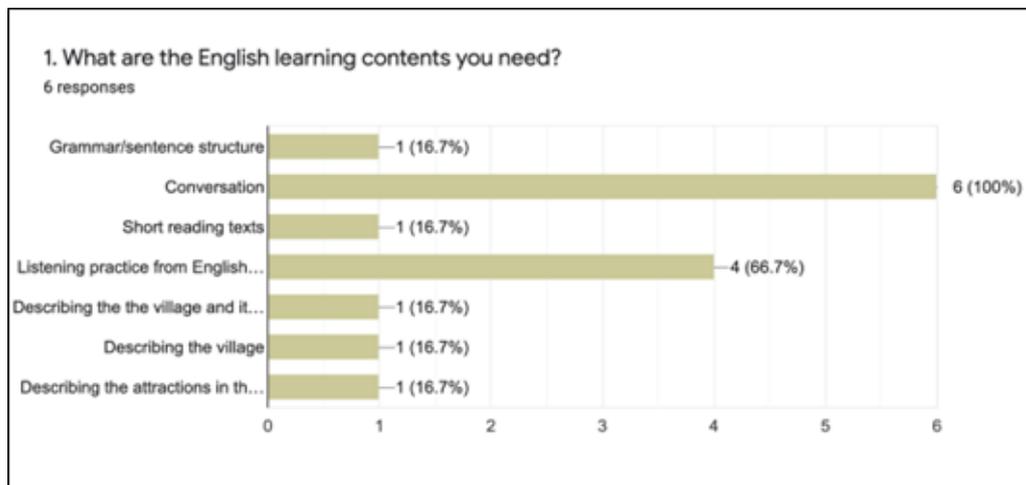
Figure 5. The Contents in the Learning Needs

Figure 6 illustrated the learning activities the participants expected to have. Most participants (66.7%) agreed that authentic learning activities were most preferable. During FGD, the five participants provided more information about the authentic learning activities they expected to have throughout the training. They asserted that they expected to have some speaking and conversation practices corresponding to the real contexts when they provided services to the foreign tourists, i.e., giving information, describing their village and its potential, and engaging in smooth conversation related to the village. Interestingly, four participants (66.7%) agreed that singing English songs were preferable as one of the learning activities. During FGD, the four participants who preferred singing English songs clarified and explained that singing songs was part of their daily routines. In the evening, most people in their village would gather in a traditional coffee shop to sing songs while drinking traditional drink and socializing. They stated that it was a custom they have been living for ages. The finding was consistent with some previous studies (Septiana et al., 2021; Septy, 2019) researching the integration of local wisdom in English training for tourism practitioners. The results of the previous studies showed that tourism practitioners found the training more interesting when the elements of local wisdom were integrated in the English training.
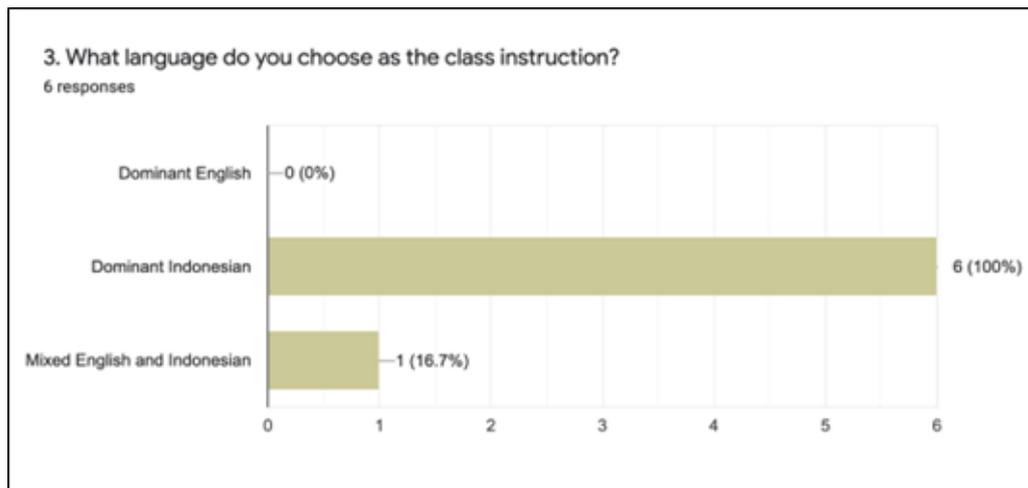
Figure 6. The Learning Activities in the Learning Needs

Figure 7 and 8 respectively illustrated the medium of instruction the participants expected to have and the setting of the training. All the participants (100%) expected the English training would be conducted by using Indonesian as the dominant language of instruction. During FGD, the participants shared their thoughts that they preferred Indonesian because it had been quite a long time since they learned English when they were in high school. They also stated that they would need time to familiarize themselves with English sounds, words, and sentences. Figure 8 showed that all the participants (100%) agreed to have the training in the evening after they finished their work in the farms.
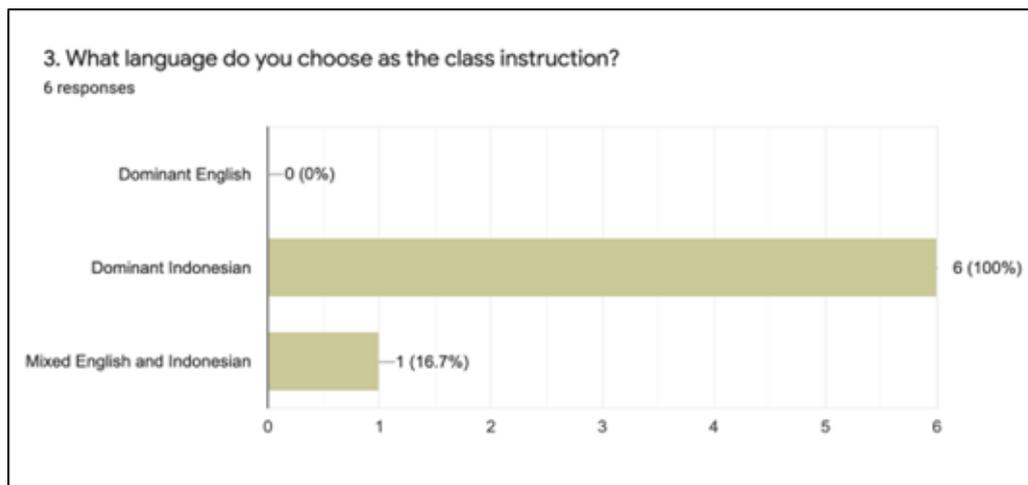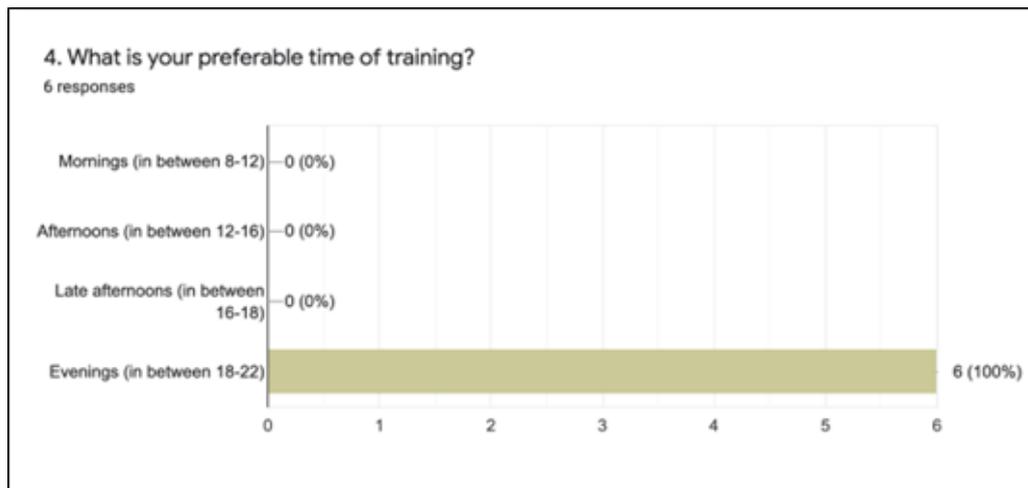

Figure 7. The Medium of Instruction in the Learning Needs

Figure 8. The Setting of the Learning Needs

This finding was aligned with a study conducted by Nomnian et al. (2020). In their study, they investigated the needs, dependency, and limitations of CBT practitioners in Chiang-Rai and Buriram. The results of the study showed that CBT practitioners who mostly worked as micro-entrepreneurs, such as homestay owners, farmers, and baristas at traditional coffee-shops encountered some limitations in using English as the dominant language of instructions during the training and in finding the suitable time to conduct the training. Most of the CBT practitioners in those two places spoke Akha as their first language and Thai is the second language. Most of them did not attend high school where English was introduced. Consequently, their English proficiency was inadequate and the preferred to use their first language as the medium of instruction throughout the English training. In addition to that, their social background as micro-entrepreneurs required them to work through the days and nights that having a regular English training schedule seemed difficult (Nomnian et al., 2020).

The integration of local wisdom in the design of the ESP training
The data collected from the FGD revealed the target needs and learning needs were closely related to the integration of the local wisdom in North Sumatera. The local wisdom referred by the participants was the source of values derived from socio-cultural environments and became a system for the people who lived there (Nieto, 2010). Nieto (2010) asserted that local wisdom varied among societies and reflected their identity. As it reflected a certain identity of a group of people, local wisdom was specific in nature and it formed a pattern in the social-cultural system of a certain group of people (Nieto, 2010; Septy, 2019). From the FGD, the participants stated the necessities to incorporate their local wisdom in the English training. The following excerpts indicated their necessities to incorporate the local wisdom.

> *"We like singing. We always go to the coffee shop in the evening. We sing songs during the night, drink coffee and 'tuak', and share our stories, issues in our life, happiness, as well as misfortunes. If during the training we can sing songs just like when we are in coffee shop, I will love it."* [Arshavi]

Caraka was in agreement with Arshavi's statements. He reported:

> *"The last time I spoke English words was when I was in high school. Now, I don't remember any single English words [laughing]. I think, you can introduce some vocabularies by using songs. As Bataknese, we love singing. After working in the field, we spend our time in coffee shop, we sing and drink 'tuak' there."* [Caraka]

Wasa agreed with the previous two people, he stated:

> *"...I wished the activities in the training can involve singing and playing games, for example card games. We really like singing, just like my friends said. Most men in the village always get together in the coffee shop to catch up things and sing together. It's a stress reliefer activity."* [Wasa]

The other participants were also in agreement with those three. They asserted that singing and gathering were parts of their daily lives. They would spend their evening in the local coffee shops to meet their fellow friends, exchange stories, share life stories, and sing over coffee and tuak, traditional alcoholic drink. Therefore, they expected this local wisdom they inherited could be incorporated in the design of the training. The findings in the excerpts were consistent with some previous studies researching the incorporation of local wisdom as the content materials in English training (Hamer et al., 2017; Septiana et al., 2021; Septy, 2019). Hamer et al. (2017) conducted needs analysis study to develop ESP materials for tourism practitioners. The results of the study indicated that the tourism practitioners were all in agreement that local wisdom values of Baduy tribe of Banten, Indonesia should be integrated in the English training to preserve and introduce the values to the foreign tourists. In a similar way, Septiana et al. (2021) conducted a study about how the values of piil psenggiri, local wisdom of Lampungnese, were incorporated in English language teaching in Lampung. The findings of the study revealed that integrating local wisdom in English language teaching in Lampung helped preserved the tradition and provided authentic as well as meaningful learning materials closely related to Lampungnese daily life. In her study, Septy (2019) incorporated local wisdom into English language training materials to preserve the values lived by the society through the English learning materials. In addition, she asserted that the students were motivated to have their local wisdom incorporated in the English materials.

CONCLUSION

Understanding target needs and learning needs is imperative in designing English training. This study has discussed the target needs and learning needs of CBT practitioners towards an ESP training and the integration of local wisdom in the design of the training. Identifying the target needs and learning needs help the course developer and teacher to design the language learning instruction, learning objectives, and assessments. From the data gathered, the integration of local wisdom was considered as a fundamental element in the design of the English training. The integration of the local wisdom might motivate the CBT practitioners in learning English and provide authentic as well as meaningful learning experiences resembling their daily life. As for the implication, the findings of this study can be used to design the learning instruction for the ESP training. By using the findings as a referent, the design of the learning instruction might be well adjusted to the needs of the participants. Apart from the implication, this study provides contribution to the studies of needs analysis of local wisdom in designing ESP for

CBT in Indonesian context. Future study might discuss the instructional design of ESP for CBT in Indonesian context. Also, future studies might explore the CBT practitioners' perspectives on the integration of local wisdom in the instructional design of the ESP training.

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STUDENTS' PERSPECTIVES OF ONLINE COLLABORATIVE LEARNING IN PROFESSIONAL NARRATIVE WRITING COURSE

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Abstract

Writing becomes one of the complex processes in learning English. Students must consider many things to develop good writing, especially non-native English students in the Professional Narrative Writing course at Universitas Kristen Satya Wacana. Due to the COVID-19, Professional Narrative Writing students had to do online writing activities, one of which was online collaborative learning. Therefore, the aim of this study was to investigate the students' perspectives of online collaborative learning in the Professional Narrative Writing course. Also, this study attempted to address one research question: What are the students' perspectives of online collaborative learning in Professional Narrative Writing course? It used the qualitative method with thematic analysis. Then, the data were collected using open-ended and closed-ended questionnaires and interviews. The results showed that all students did online collaborative learning in the Professional Narrative Writing course. They had positive and negative feelings during the online collaborative learning. Besides that, the students had different opinions on whether online collaborative learning was beneficial or difficult for them. Although students experienced difficulties in online collaborative learning, they could deal with them well. Afterward, the results indicated the number of students who preferred online collaborative learning was higher than individual work.

Keywords: students' perspectives, online collaborative learning, Professional Narrative Writing course

INTRODUCTION

Language has an essential role for human life to express their feelings, ideas, and information. There are many languages in the world, and one of them is English. Since English has become an international language, it is utilized as a communication medium by people from the same country or even different countries. However, Indonesia does not use English as a medium of communication in daily life, educational purposes, or even occupational purposes because En-

glish is defined as a foreign language (EFL). Therefore, it is more difficult to learn English in Indonesia than in other countries that set English as a first or second language.

There are four important skills in learning English required to be learned. They are reading, writing, listening, and speaking. However, this study only deals with writing skills due to its limitations. Writing becomes one of the complex processes in studying English. Students must struggle to develop good writing, especially those in Indonesia. As a foreign language, English has different organization, syntax, sentence structures, vocabulary, and spelling from Indonesian as the first language. Those differences make some students have difficulties writing in English.

There are many writing activities that the students do in the classroom. One of them is doing tasks given by the lecturer collaboratively. According to Everett and Drapeau (2001) in Stoytcheva (2018), collaborative learning requires working together in which various knowledge and experience are utilized to gain quality throughout the clash of different perspectives and the developing and consolidation of a community of the learners. For some students who like to work with friends, it is fun because they can exchange ideas. However, this will be a big problem for some students who are uncomfortable working with friends.

Online collaborative learning may be more challenging than offline collaborative learning. In online learning, students do group assignments in their own places with different cultures and backgrounds. Therefore, the researchers chose this topic to find out students' perspectives of online collaborative learning in the Professional Narrative Writing course. One research question was addressed: What are the students' perspectives of online collaborative learning in Professional Narrative Writing course?

 "Collaborative learning occurs in a learning environment in which individual students support and add to an emerging pool of knowledge of a group; emphasizes peer relationships as students work together creating learning communities" (Moore and Kearsley, 2012, p.305 in Robinson, Kilgore, and Warren (2017)). Online collaborative learning has proven to be one of the most effective student activities throughout the years, especially during this COVID-19 pandemic. Online collaborative learning is designed where students work together to achieve a specific goal in distance learning. According to Harrasim (2012) in Stoytcheva (2018), students are encouraged and guided into working together through collaborative online education to construct knowledge innovatively and search the conceptual knowledge needed for the solution of a given issue. Therefore, online collaborative learning has become one of the activities that many students are interested in, especially during the COVID-19 pandemic.

Nowadays, COVID-19 is one of the main reasons why students in the world do online collaborative learning. It is done to avoid and reduce the number of COVID-19 transmissions in various countries, especially in Indonesia. Based on covid.go.id (2021), the number of positive sufferers in Indonesia was 1,347,026 people, as many as 1.160.863 people recovered, and 36.518 of them died per Tuesday, March 2, 2021. Therefore, it is hoped that all educational institutions in Indonesia will carry out online learning to prevent the spread of COVID-19.

In recent years, doing online learning is not a big problem for students due to the rapid development of technology. According to Kagermann et al. (2011) in Clavert (2019), the term Industry 4.0 is popular in many countries where significant changes in the industry are allowed

by technological advances. Technology will help students do their online assignments, especially when they do online collaborative learning. When doing online collaborative learning, students can use some applications; one of them is using Google Docs. Google Docs is one of the collaborative devices that can be utilized to facilitate computer-supported group learning to increase learning through the development of technology collaboration (Rahayu, 2016). By using Google Docs, students can work together in the context of distance learning. From the advantages above, it turns out that some school communities think that online collaborative learning is difficult in the era of the COVID-19 pandemic.

Difficulties of online collaborative learning
Online collaborative learning is a big problem for some students due to the COVID-19 pandemic. According to Kim et al. (2005) in Muuro et al. (2014), students experience difficulties interacting with partners, no real-time input and an absence of sense of association. Other challenges are that some students do not have computers and gadgets that can be used as a medium to do online collaborative learning and do not have a good internet connection (Efriana, 2021). Therefore, students cannot communicate with their peers. Then, the absence of real-time input from the teacher is not understandable for students. Another thing, they lack a sense of community because they cannot meet their friends when doing online collaborative learning.

There are also many problems that students face in doing online collaborative learning. According to Roberts and McInnerney (2007) in Muuro et al. (2014), there were seven general issues in online collaborative learning environments. Those seven issues were imbalance of students' competences, preference of the groups, students' dislike of collaborative work, free rider, the drawdown of group members, lack of important collaborative work skills and valuation of individuals within the groups. Due to the issues above, some students have negative attitudes toward online collaborative learning. Although doing online collaboration is difficult for some students, they need to understand some of the benefits of it.

The benefits of online collaborative learning
It is essential to know the benefits of online collaborative learning because it might affect students, as well as its difficulties. According to Jaques and Salmon (2007) in Muuro, Wagacha, Oboko, and Kihoro (2014), some benefits of online collaborative learning have a good effect on students. First, students can be presented to express their ideas. Then, students can negotiate meaning with their peers to achieve their goals. Another thing, students can develop main professional skills like delivering arguments, listening, persuasion, self-monitoring, self-direction, and group working. These main professional skills help them complete their assignments and increase their motivation to do online collaborative learning.

Ellis (2001) in Jovanovic and Chiong (2012) has found four positive aspects of online collaborative work. First, students can access peer knowledge through the opinions conveyed by their friends. Second, students can get feedback from other students that allow them to identify, correct misunderstandings, and correct other friends' work efficiently. Also, they can use applications to give feedback, like using Google Docs. Through Google Docs, students can control the edit setting whether they want other students to view, edit, or comment on their work. According to Khalil (2018), if other students make changes to the documents in Google Docs, these will be automatically saved and color-coded. Third, students can access the technology at their convenience. Students can use some applications like Google Docs, Google Meet, and

WhatsApp calls to help them do online collaborative learning. Fourth, students have a chance to reflect on the exchanged messages. They can immediately review, rethink, and revise their work efficiently in the group environment.

Writing course

"*Start writing, no matter what. The water does not flow until the faucet is turned on*", is stated by Louis L'Amour (Silva, 2017, p.1). Writing becomes one of the important skills in learning English that should be mastered by the students. It allows the students to express their feelings, ideas, and experiences. According to Indonesia curricula (2004) in Yoandita (2019), many types of text should be learned in English subjects. They are Recount, Narrative, Procedural, News Item, and Descriptive, where each type has its organization, structures, and purposes.

Therefore, it can be said that writing is a very complex process for some students because they have to consider many things in writing. According to Yoandita (2019), some students thought that the most challenging skill in English was writing. The students found it was hard to come up with ideas. Then, most students wrote incorrect sentences. Also, students could not change the form and combine it into a sentence in that language well because they did not have enough knowledge about English structures (Laia, 2019).

Although writing is one of the tricky processes in learning English, students need to master it since writing is not a natural process. Students need to practice a lot through writing activities given by the teachers. Therefore, students need to take a writing course to increase and improve their writing skills. Through the writing course, students will get a lot of writing exercises that will affect their writing ability. Those writing exercises will help students improve their writing skills and produce good writing.

Professional Narrative Writing course

Writing course is one of the important courses that need to be followed by the students. Several campuses provide many writing classes, such as *Writing for the Media, Procedural Writing, Creative Writing, Professional Narrative Writing, and Academic Writing*. However, this study only focused on the *Professional Narrative Writing* course in this research. According to ELEP, UKSW (2020), the *Professional Narrative Writing* course acquaints the learners with narrative writing to meet their professional needs as students and prospective language teachers.

ELEP, UKSW (2020) also explained that students would work on their writing skills to understand the structure, linguistic features of narrative writing and practice their narrative writing skills. Then, this *Professional Narrative Writing* course provides several exercises such as a weekly response journal and quizzes about grammar and vocabulary. Moreover, this course also offers two projects for students: writing a biography in a group and writing digital storytelling individually. Another thing, based on the course outline from ELEP, UKSW (2020), students will learn eight materials in the *Professional Narrative Writing* course. Those materials are about practicing how to write a response journal, introducing to narrative writing, language review for narrative writing, paraphrasing, and synthesizing, email writing, introducing to biography writing, how to write a thesis statement and organize ideas, introducing to digital storytelling, and writing storyboard. Those exercises, projects, and materials will help the students enhance their narrative writing skills.

Previous studies

A previous study had been done by Stoytcheva (2018). It investigated students' perceptions of online collaboration in the distance learning French language course. The participants were 25 students in the online French language course. The data were collected by interviewing the respondents. The interviews used a semi-structured questionnaire that contained closed, semi-closed, and open questions. Some respondents conducted the interviews face to face, and others did the interviews online via Skype. The finding showed that responsibility and involvement to their group were demonstrated by the majority of the students (88%), thus indicating a warm atmosphere and a feeling of belief with the colleagues. Then, 92% of the students stated that to engage in the group work, they efficiently managed their group by giving their competencies and knowledge to the community.

Another research had been done by Muuro et al. (2014), who analyzed students' perceived challenges in an online collaborative learning environment: a case of higher learning institutions in Nairobi, Kenya. The participants were 210 students from Higher Learning Institutions (HLIs) in Kenya, and 183 students responded. The researchers used a questionnaire that consisted of thirty items to collect the data. One item in the questionnaire was open-ended, while twenty-nine items were closed-ended. The questionnaire was shared via email invitations. Then, the finding showed that the lack of participation by other members was considered a major challenge by the majority of respondents (54%). It could be supported by the factor that 53% of respondents stated that they did not have time to participate. Then, 19 % of respondents did not consider the difference in skill level among group members as a major challenge. This research also found some major challenges that are faced by the respondents, which were slow internet connection (30%), a distraction from unskillful colleagues (3%), lack of intelligibility about posted works (2%), free-riders (2%), no consensus on discussions (3%) and no authentic ideas posted (5%). In conclusion, all the educational units have to do online teaching and learning due to the COVID-19 pandemic to avoid transmission of the disease and follow the government's demand. Therefore, the teachers explain the materials and provide activities through an online way. One of the activities is doing online collaborative learning. Online collaborative learning involves students working together in the context of distance learning. Students can use some applications such as Google Meet, Zoom Meetings, Schoology, and WhatsApp Group to help them do this online collaborative learning. Then, this research focuses on online collaborative learning in a writing course which is the *Professional Narrative Writing* course. When doing online collaborative learning in the *Professional Narrative Writing* course, the students should consider many things.

METHODS

The participants of the study were *Professional Narrative Writing* students at the English Language Education Program (ELEP), Faculty of Language and Arts (FLA), Universitas Kristen Satya Wacana. The participants consisted of 34 second-year students within the age of 17-19 years old. They took the *Professional Narrative Writing* course in Semester I of the 2021/2022 academic year. The researcher chose the *Professional Narrative Writing* course because the lecturer gave some online collaborative learning assignments in this course.

Google Forms were used to share closed-ended and open-ended questionnaires. The link of the Google Forms was shared via WhatsApp Personal Messages. Semi-structured interviews were conducted online by asking the participants to answer through WhatsApp voice notes.

FINDINGS AND DISCUSSION
Online collaborative learning in Professional Narrative Writing course

Based on the results of questionnaires and interviews, it was found that students collaboratively had to do online assignments in the *Professional Narrative Writing* course. This part was divided into three points, which were students' participation in online collaborative learning, students' assignments in online collaborative learning, and the applications used for online collaborative learning.

This section showed the students' participation in online collaborative learning in *Professional Narrative Writing Course* Semester 1, 2021/2022. Thirty-four of 34 participants (100%) participated in online collaborative learning throughout this course. They did online collaborative learning two to five times in one semester, both in the online meeting and at home.

First, students did in-class writing activities. According to the syllabus of the *Professional Narrative Writing* class at English Language Education Program, UKSW (2021), during the in-class writing activities in *Professional Narrative Writing* course, students would be given various short narrative texts by the teacher individually, in pairs, or groups including writing an email, a postcard, commenting on the post. Also, the lecturer asked the students to do group assignments at home.

Based on the data results of the interviews, it was found that the lecturer gave students assignments in the *Professional Narrative Writing* course. The data showed that 5 of 5 interviewees (100%) were given tasks by the lecturer. First, the lecturers asked the students to do in-class writing assignments. Students were asked to write emails, characters, plot, setting, and conflict in a story in this assignment. Then, they were also asked to write a historical narrative. Below are the statements from Participant 2 and Participant 5.

> Excerpt 1.
> "*In the in-class writing, we are asked to do freewriting and writing an email during the learning process.*" (Participant 2/Interview on December 23, 2021)

> Excerpt 2.
> "*In the in-class-writing activities, we write about characters, plots, settings, conflicts in a story, and historical narrative in groups*. (Participant 5/Interview on December 29, 2021)

Besides, students were asked to write a storybook twice in the online meeting and at home. In the first storybook, students had to write a short and straightforward storybook in the in-class writing activity. Then, students had to write the second storybook that had a complete story plot. Below is the statement from Participant 3.

> Excerpt 3:
> "*First, the students have to write a simple and short storybook in the in-class writing activity. Another one is that students have to write a storybook that is quite long and must have a complete story plot.*" (Participant 3/Interview on December 28, 2021)

According to the syllabus of the *Professional Narrative Writing* Course at English Language Education Program, Universitas Kristen Satya Wacana (2021), after writing a storybook in groups, students will write a storybook individually in StoryJumper and share the link on Padlet. The assignments given by the lecturer are summarized in the following Table 1.

Table 1. Group Assignments in Professional Narrative Writing Course

No.	Group Assignments in *Professional Narrative Writing* Course
1.	Writing an Email
2.	Writing characters, plot, setting, and conflict in a story
3.	Writing a historical narrative
4.	Writing a storybook

Some applications were used by the students for online collaborative learning in the *Professional Narrative Writing* course. The data showed that 5 of 5 interviewees (100%) used applications to help them do online collaborative learning. Students used five applications for online collaborative learning in the *Professional Narrative Writing* course. First, the students discussed their assignments online via Zoom, Google Meet, and WhatsApp. While communicating with their group members, the students used Google Docs to write the tasks given and used StoryJumper to write the storybook. The lecturers also asked the students to do online collaborative learning via Zoom during the online class meeting. Below are the statements from Participant 1 and Participant 2:

> Excerpt 4.
> "*In online collaborative learning we use WhatsApp Call and Zoom. So, while communicating through WhatsApp Call or Zoom, we do the assignments in Google Docs.*" (Participants 1/Interview on December 23, 2021)

> Excerpt 5.
> "*We use StoryJumper for writing the storybook. We also use Zoom in online class meetings and use Google Meet outside the online class meetings. For an appointment time and others, we use WhatsApp.*" (Participant 2/Interview on December 23, 2021)

By using the five applications above, students can easily do online collaborative learning in their places. According to Maulidah and Aziz (2020), in the field of information and communication (ICT), the social network has been a recent movement that allows individuals to meet, communicate, exchange ideas, objects, and interests. For the summary of the applications used by the students, we can see them in Table 2.

Table 2. The Applications Used for Online Collaborative Learning in the Professional Narrative Writing Course

No.	The Applications Used for Online Collaborative Learning
1.	Zoom
2.	Google Meet
3.	WhatsApp
4.	StoryJumper
5.	Google Docs

Students' feelings toward online collaborative learning
Based on the data results of the questionnaires and interviews, it was found that students had positive and negative feelings about online collaborative learning in the *Professional Narrative Writing* course. Therefore, the explanations were grouped into two points which are students' positive feelings toward online collaborative learning and students' negative feelings toward online collaborative learning.

It was found that students had positive feelings toward online collaborative learning. The data showed that 23 of 34 students (67,64%) felt happy doing online collaborative learning because they could exchange ideas with each other. These helped them in understanding the materials well and completing the assignments quickly. Below is the statement from Participant 14.

> Excerpt 6.
> "*In online collaborative learning, I felt happy because we can gain many ideas from others so that we can understand the materials well and finish the task quickly.* (Participant 14/Questionnaire on November 9, 2021)

It thus can be concluded that students felt happy doing online collaborative learning because they could exchange ideas to help them understand the materials better and finish the assignments quickly. According to Jaques and Salmon (2007) in Muuro et al. (2014), while doing online collaborative learning, students could be given the opportunity to express their ideas with their friends. Besides being happy, 4 of 34 students (11,76%) also enjoyed doing online collaborative learning because they could provide feedback to others.

In summary, online collaborative learning could give positive feelings to the students. Students felt happy because they could exchange ideas. Also, they enjoyed doing online collaborative learning since they could provide feedback to each other. In line with that, Ku, Lhor, and Cheng (2004), in their research, stated that having group members that could share ideas and having chances to provide and receive feedback from others became a kind of reward for students who enjoyed online collaborative learning.

From the data, it was also found that the students not only had positive feelings but also had negative feelings towards online collaborative learning. Those negative feelings were feeling anxious, feeling unhappy, feeling awkward, feeling upset, feeling uncomfortable, and feeling afraid.

After gaining the data from the questionnaires, it was found that 2 of 34 students (5.88%) were anxious when doing online collaborative learning. One of the participants felt anxious when sharing his ideas with others. Besides, one of the participants felt anxious because she found passive group members who were unwilling to help. Also, she felt nervous because her group members had a bad Internet connection. Participant 29 stated, "*I feel nervous when I have partners that are passive and not willing to help. Moreover, when they have a bad internet connection.*" (Participant 29/ Questionnaire on November 16, 2021).

Also, 1 of 34 students (2,94%) was not happy when doing online collaborative learning because he had lousy internet connections, so he could not clearly hear their friends' voices. Besides, 1 of 34 students (2,94%) felt awkward when doing online collaborative learning because he had a lack of interaction with the group members. This is the statement from Participant 18, "*I feel*

awkward because of the lack of communication between my group members" (Participant 18/ Questionnaire on November 9, 2021).

Next, 1 of 34 students (2,94%) felt upset because she could not discuss with her friends smoothly. Another thing, 4 of 34 students (11,8%) did not enjoy doing online collaborative learning because it did not help them communicate well with their group due to their friends' bad internet connection. Last, 1 of 34 students (2,94%) was afraid of doing online collaborative learning. He was scared that he would make the other members feel burdened when doing online collaborative learning. Here is the statement from Participant 34, "*I was afraid that would make the other participants in my group burdened.*" (Participant 34/ Questionnaire on December 18, 2021).

In conclusion, online collaborative learning gave negative feelings to the students. Students felt nervous about sharing ideas with their friends, and they were not happy because of bad internet connections. Besides, students felt awkward, upset and did not enjoy online collaborative learning since they could not share ideas and communicate well with their group members. Another thing, the students also felt anxious because they had passive group members who had bad Internet connections. Last, students were afraid that they could make their group members burdened. The negative feelings above would have negative effects on students' when doing online collaborative learning. According to Lee and Osman (2021), Korean and UAE students showed that online collaboration could be negatively affected by students' attitudes and the lack of online collaboration skills.

Students' opinions toward online collaborative learning

After gaining the data results from questionnaires and interviews, the researcher found that students in the *Professional Narrative Writing* course had different opinions toward online collaborative learning. Hence, to find out detailed explanations of the students' opinions, the researcher grouped the explanations into four points. Those four points are the benefits of online collaborative learning, the difficulties of online collaborative learning, the solutions to overcome the difficulties, and students' preference for online collaborative learning and individual work.

Based on the data results of the questionnaires and interviews, it was found that online collaborative learning could bring good benefits to the students. There were seven benefits gained by the students when doing online collaborative learning. Those seven benefits are expressing ideas, helping the students finish the assignments quickly, saving time, improving students' communication skills, improving students' writing skills, making use of technology, and providing feedback.

First, the students could freely express their ideas during online collaborative learning. It was helpful for them to exchange ideas with their friends. Participant 14 mentioned,"*In my opinion, online collaborative learning is good for me because I can exchange ideas with my friends.*" (Participant 14/Questionnaire on November 9, 2021).

The statement from Participant 14 above could be supported based on Lipponen (2002) in Rahayu (2016), which stated that collaborative work and peer interaction; facilitate distributing and sharing knowledge and information between a community of students could be improved by collaborative tools. Besides, online collaborative learning could help the students finish their assignments well and quickly since they could think about their tasks together.

Another thing, online collaborative learning was effective and efficient for students. It was because students could discuss their assignments with their group members, which was helpful for saving their time. Then, students could improve their communication skills through conversation with their friends during online collaborative learning. The conversation trained the students to be able to communicate well. Besides, doing online collaborative learning could improve students' writing skills. Students could learn how to choose the appropriate vocabulary for their assignments and how to paraphrase sentences well.

The other benefit was that students could do online collaborative learning easily by using applications such as Zoom and Schoology. The applications helped the students in doing online collaborative learning efficiently. Last, through online collaborative learning, the students could provide feedback to each other. They could learn from their friends' input and freely correct their friends' work. Then, the students used *Google Docs* when doing online collaborative learning. By using *Google Docs*, students could edit their work together to correct each other's errors directly and easily. Below is the statement from Participant 3.

> Excerpt 7
> "*While doing online collaborative learning, my friend and I can correct each other so that I can learn from my friends' corrections. Also, it is helpful for me because my group members can easily correct my mistakes while writing the assignments on Google Docs. These help me to develop my awareness in writing.*" (Participant 3/ Interview on December 2021)

Through *Google Docs*, students could manage the edit setting whether they want others to only view, edit, or comment on their work. The changes from others will be automatically saved and color-coded. (Khalil, 2018) Also, *Google Docs* had given a sign such as underlining the incorrect words.

In conclusion, doing online collaborative learning was beneficial for students. First, students could share ideas with others. Also, students could improve their speaking and writing skills. Then, students could help each other finish the assignments well and quickly. Another thing, students could make use of technology for online collaborative learning. Moreover, students could provide feedback to their friends and use *Google Docs* to correct their assignments. The benefits of online collaborative learning above would be useful for students. Hence, it could be said that those benefits of online collaborative learning could have positive effects on students. In line with that, Jaques and Salmon (2007) in Muuro, Wagacha, Oboko, and Kihoro (2014) in their research, stated that some benefits of online collaborative learning have great effects on students.

After obtaining the data from questionnaires, the researcher found that 20 of 34 participants (58.8%) had difficulties doing online collaborative learning. The findings were also strengthened by the interviews done by the researcher. From the questionnaires and interviews, the researcher found that students faced five difficulties during online collaborative learning. Those five difficulties are the teacher's unclear explanations of the assignments, having bad internet connections, misunderstanding between group members, having difficulties in combining ideas, and having passive group members.

The teachers' unclear explanations of the assignments become one of the five difficulties students encountered during online collaborative learning. Students had difficulties understanding the assignments given since the lecturer did not explain the tasks specifically, and the tasks were too complicated for them.

Besides, students had bad Internet connections when doing online collaborative learning. Therefore, it negatively affected students because the discussions between members became disrupted. Thus, the students had a hard time talking to their friends. This is supported based on Efriana (2021), who stated that students had a bad internet connection when doing online collaborative learning. Therefore, they had difficulty communicating with their group members. Then, bad Internet connections made it difficult for students to express ideas. Moreover, the students did not know the assignments that would be done. Also, they did not know how to do the assignments. Below is the statement from Participant 22.

> Excerpt 8
> "*When having a bad internet connection, I have difficulty expressing ideas and do not understand the part that will be done. Moreover, I also do not understand the way to do the assignments.*" (Participant 22/Questionnaire on November 10, 2021)

Next, students had misunderstandings of the assignments given by the lecturer. It made the students not discuss the assignments given instead of discussing other things. Another thing is, since each student had their own ideas for the assignments, it caused them difficulty in combining ideas with their group members. They found it was difficult to put each member's ideas into one idea. Below is the statement from Participant 3.

> Excerpt 9
> "*In writing a storybook, I have difficulties in putting ideas between group members to become one idea. It is hard to combine these ideas.*" (Participant 4/Interview on December 28, 2021)

Last, when doing online collaborative learning, students found group members who tended to be passive and did not contribute to the group well. In summary, students faced five difficulties in doing online collaborative learning. First, their lecturers did not give clear explanations for the assignments. Also, students had lousy internet connections when doing online collaborative learning. Then, they had misunderstandings of the tasks given. Moreover, students had difficulty in combining ideas with their friends. Last, the students found passive group members that did not contribute well. The difficulties above had negative impacts on students. Also, as said by Roberts and McInnerney (2007) in Muuro et al. (2014), students had negative behaviors toward online collaborative learning due to their problems.

Based on the data results of the interviews, it was found that students had six solutions to overcome their difficulties in doing online collaborative learning. Those six solutions are dividing the assignments, asking friends or lecturers, voting to combine ideas, finding better ways for bad internet connections, re-discussing the assignments, and building good communication. First, students divided the assignments among each member so that each member could be active and could contribute well. Second, students asked their friends or lecturers to explain the unclear assignments. Third, students could combine ideas easily by voting on the obvious ideas. Fourth,

students found two better ways to avoid bad internet connections which were sharing ideas through WhatsApp and rescheduling the time for discussion. Fifth, the students rediscussed the assignments to resolve their misunderstandings. Last, students built good communication to achieve the expected results. Indeed, the difficulties of online collaborative learning must be overcome to help the students do online collaborative learning. Not only helping the students, but students must also handle the problems to enhance the quality of learning and promote their satisfaction with online collaborative work and online classes (Koh and Hill, 2009)

Twenty-one (21) of 34 participants (61,8%) preferred online collaborative learning since it helped them express ideas, understand the materials, and do the task together to reduce their burden and finish the tasks quickly. However, 13 of 34 participants (38,2%) preferred individual work because it helped them manage their time. Also, students enjoyed doing individual work and thought that online collaborative learning reduced their focus and took a long time due to their friends' bad internet connections. Therefore, from the explanation above, it could be said that the number of students who chose online collaborative learning was more than students who chose individual work. It meant that students were more motivated in online collaborative learning. According to Ozkara and Cakir (2020), in the cooperative learning group, participants' motivation was defined to be higher than that in the individual work.

CONCLUSION

This study answered one research question: What are the students' perspectives of online collaborative learning in the *Professional Narrative Writing* course? First, the findings indicated that all students did online collaborative learning two to five times in one semester due to the COVID-19 pandemic. They had to finish group assignments by using online learning applications such as Zoom, Google Meet, WhatsApp, Google Docs, and StoryJumper.

Next, the results showed that students had positive feelings toward online collaborative learning. Twenty-three of 34 students (67,64%) were pleased because they could exchange ideas with their friends, and 4 of 34 students (11,76%) felt comfortable doing online collaborative learning since they could give feedback to others. However, students also had negative feelings toward online collaborative learning, such as feeling anxious (5.88%), feeling unhappy (2,94%), feeling awkward (2,94%), feeling upset (2,94%), feeling uncomfortable (11,8%), and feeling afraid (2,94%).

The third major finding showed students' opinions toward online collaborative learning. First, students believed that online collaborative learning was fruitful since they could express ideas, complete tasks quickly, save time, enhance their communication skills, enhance their writing skills, utilize technology, and provide feedback. On the other hand, 20 of 34 students (58,8%) experienced five difficulties in doing online collaborative learning. Those five difficulties were the teacher's unclear explanations of the tasks, having lousy internet connections, misunderstanding between group members, having difficulties in incorporating ideas, and having passive group members. However, they could handle those difficulties by dividing the tasks (40%), asking friends or lecturers (20%), voting to incorporate ideas (20%), finding better ways for lousy internet connections (20%), rediscussing the tasks (20%), and developing good communication (40%). Last, the findings indicated that 21 of 34 students (61,8%) preferred online collaborative learning since it helped them to share ideas, understand the materials, and do the task together. Then, 13 of 34 participants (38,2%) preferred individual work to help them manage their time

and do the job comfortably. Furthermore, online collaborative learning reduced students' focus and took a long time due to their friends' bad internet connections.

This study, however, had a limitation in the data collection instruments. The researchers could not obtain the data face-to-face due to the COVID-19 pandemic. Instead, the researchers took the questionnaire data via Google Form and the interview data through WhatsApp voice notes. However, these were not effective in collecting the data since the researchers could not dig further detailed information. Therefore, future researchers are suggested to distribute questionnaires directly and do face-to-face interviews to gain more detailed information and richer data.

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